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ABSTRACT

This report describes the current educational and employment situation of Australian Indigenous youth in terms of their pathways from school to work. A literature review and analysis of statistical data identify barriers to successful transition from school to work, including forms of teaching, curriculum, and assessment that pose greater educational challenges for Indigenous youth, as well as broader social issues such as racism, poverty, poor health, remote location, incarceration, and absence of employment opportunities. The report also highlights the need for improvements in educational outcomes as the key to improved results in the labor market. The literature review provides an overview of common features associated with successful transitions and programs, systemic weaknesses inhibiting success, relevant government programs, and issues and solutions at various youth transitions: primary to junior high school, junior high to senior high school, school to postsecondary vocational education, school to higher education, school to work, and unemployment to school or work. The statistical report uses data from the 1991 and 1996 censuses to examine the participation of Indigenous youth in education and their subsequent educational attainment and labor market participation. Data tables and analysis cover demography by geographic area and age, continuation in school to year 12 and dropout rates, participation in schooling and tertiary education, vocational education and training, higher education enrollment and persistence, educational attainment, labor market participation and assistance, and employment and unemployment in relation to educational attainment. An annotated bibliography contains 124 entries published 1988-98. (Contains 58 data tables.) (TD)

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The School to Work Transition of Indigenous Australians

A Review of the Literature and Statistical Analysis

Mike Long
Tracey Frigo
Margaret Batten

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CONTENTS

Acknowledgements v

Tables vi

Overview ix

LITERATURE REVIEW

Introduction 3

The Context of Transition for Young Indigenous People 3

Transition Barriers and Difficulties 4

Commonwealth Government Programs 8

Transition Issues and Solutions 11
- Primary to Secondary School Transition 11
- Junior to Senior Secondary School Transition 12
- School to Further Education Transition 14
- School to Higher Education Transition 15
- School to Work Transition 16
- Unemployment to School or Work 18

Examples of Programs that Appear to be Successful in Addressing Transition Issues 18

Concluding Comment 24

STATISTICAL ANALYSIS

Summary of Statistical Report 29

Introduction 34
- The Analyses 34
- Measuring Indigenous Status 35
  - Indigenous Australians are a small percentage of the total population 35
  - Errors in Recorded Indigenous Status 35
  - Missing responses 37

Demographic Characteristics 38
- State and Region 38
- Age 39

School Retention 41
Year 12 Retention 41
Early school leaving 46

Participation in Education 51
Schooling 52
Tertiary Education 60
Any Education 62

Vocational Education and Training 64
Prior Schooling 65
Types of Vocational Education and Training 65

Higher Education 71
Participation Rates 71
Enrolment in Higher Education 73
Staying on in Higher Education 75

Educational Attainments 76
Age Left School 76
The Indigenous Population 77
Qualifications 78

Labour Market Participation 88
Participation in the Labour Force 88
Employment rates 96
Employment ratios 98

Labour Market Assistance 99
Participation 100
Completion 101
Outcomes 104

Educational Attainment and Employment 109
Educational Attainment and Unemployment 109
Educational Attainment and the Full-time Employment Ratio 123

Notes for Tables 125

Annotated bibliography 131

Appendix 169

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Jerry Schwab John Taylor	CAEPR, ANU
Ken Wolff	ATSIC
Richard Phillips	ABS
Clare O'Brien Kim Grey	AED
David Redway	ABSTUDY Review
Linda Pharaoh Jill Phillips	IEYSD
Peter Buckskin Lawrie Kupkee	Schools Division
Ross Young	EPD
Greg Clarke Kevin Gill	VETD

Lorraine White	Task Force
Bernadette McDonald	
Athol Prior	

LIST OF TABLES

Table 1 Population Counts ('000s) for Indigenous and non-Indigenous Australians, by State and Region, 1996 40

Table 2a Apparent Year 12 Retention Rates of Indigenous and non-Indigenous Students by State 1990-1997: Males 43

Table 2b Apparent Year 12 Retention Rates of Indigenous and non-Indigenous Students by State 1990-1997: Females 44

Table 2c Apparent Year 12 Retention Rates of Indigenous and non-Indigenous Students by State 1990-1997: Persons 45

Table 3a Apparent Year-level Retention and Attrition Rates of Indigenous and non-Indigenous Australians by State, Average 1995-1997 47

Table 3b Apparent Year-level Retention and Attrition Rates of Indigenous and non-Indigenous Australians by State, Average 1997 48

Table 4a Educational Participation Rates for Indigenous and non-Indigenous 15 to 19 Year-olds by State and Region: 1991 and 1996, Males 54

Table 4b Educational Participation Rates for Indigenous and non-Indigenous 15 to 19 Year-olds by State and Region: 1991 and 1996, Females 56

Table 4c Educational Participation Rates for Indigenous and non-Indigenous 15 to 19 Year-olds by State and Region: 1991 and 1996, All Persons 58

Table 5 Participation Rates in Vocational Education and Training for Indigenous and non-Indigenous Australians by State and Sex: 15 to 19 and 20 to 24 year-olds in 1996. 66

Table 6 Year Left School by State and Region for 15 to 19 Year-old Indigenous and non-Indigenous Students Enrolled in Vocational Education and Training Courses, 1996 67

Table 7 Field of Study of Course for Indigenous and non-Indigenous Australians Enrolled in Vocational Education and Training by Age, 1996 68

Table 8 Qualification of Course for Indigenous and non-Indigenous Australians Enrolled in Vocational Education and Training by Age, 1996 69

Table 9 Stream of Course for Indigenous and non-Indigenous Australians Enrolled in Vocational Education and Training by Age, 1996 70

Table 10 Age Participation Rates in Higher Education for Indigenous and non-Indigenous Australians by State and Sex: 15 to 19 and 20 to 24 Year-olds, 1996 72

Table 11 Basis for Admission to Higher Education for 15 to 19 Year-old Indigenous and non-Indigenous Students New to Higher Education, 1996 74

Table 12 Educational Background prior to Course Entry for 15 to 19 Year-old Indigenous and non-Indigenous Students New to Higher Education, 1996 74

Table 13 Level of Course in which Enrolled for 15 to 19 Year-old Indigenous and non-Indigenous Students New to Higher Education, 1996 74

Table 14 New to Higher Education, Commencing and Continuing: 15 to 19 Year-old Higher Education Students, 1996 75

Table 15a Mean Age Left School and Highest Level of Educational Attainment for Indigenous and non-Indigenous Australians by State and Region, 1991 and 1996: 20 to 24 Year-old Males 80

Table 15b Mean Age Left School and Highest Level of Educational Attainment for Indigenous and non-Indigenous Australians by State and Region, 1991 and 1996: 20 to 24 Year-old Females 82

Table 15c Mean Age Left School and Highest Level of Educational Attainment for Indigenous and non-Indigenous Australians by State and Region, 1991 and 1996: 20 to 24 Year-old Persons 84

Table 16 Employment, unemployment and labour force participation of 20 to 24 year-old Indigenous and non-Indigenous Australians: by State and Region, 1991 and 1996 90

Table 17 Participation in, and completion of, Labour Market Assistance Programs: 15 to 19 Year-old Indigenous and non-Indigenous Australians by Region, State and Sex: 1996-1997 102

Table 18 Outcomes from Labour Market Programs for 15 to 19 Year-old Indigenous and non-Indigenous

Australians by Region and State, 1996-97: Wage Subsidy Programs........105

Table 19 Outcomes from Labour Market Programs for 15 to 19 Year-old Indigenous and non-Indigenous Australians by Region and State, 1996-97: Entry-Level Training Programs.....106

Table 20 Outcomes from Labour Market Programs for 15 to 19 Year-old Indigenous and non-Indigenous Australians by Region and State, 1996-97: Other Programs........107

Table 21 Outcomes from Labour Market Programs for 15 to 19 Year-old Indigenous and non-Indigenous Australians by Region and State, 1996-97: All Programs........108

Table 22a Unemployment Rates for Indigenous and non-Indigenous Australians by Highest Educational Qualification, State and Region, 1991 and 1996: 20 to 24 Year-old Males........110

Table 22b Unemployment Rates for Indigenous and non-Indigenous Australians by Highest Educational Qualification, State and Region, 1991 and 1996: 20 to 24 Year-old Females........112

Table 22c Unemployment Rates for Indigenous and non-Indigenous Australians by Highest Educational Qualification, State and Region, 1991 and 1996: 20 to 24 Year-old Persons........114

Table 23a Full-time Employment Ratios for Indigenous and non-Indigenous Australians by Highest Educational Qualification, State and Region, 1991 and 1996: 20 to 24 Year-old Males........116

Table 23b Full-time Employment Ratios for Indigenous and non-Indigenous Australians by Highest Educational Qualification, State and Region, 1991 and 1996: 20 to 24 Year-oldFemales........118

Table 23c Full-time Employment Ratios for Indigenous and non-Indigenous Australians by Highest Educational Qualification, State and Region 1991 and 1996: 20 to 24 Year-oldPersons........120

OVERVIEW

Youth unemployment is an issue of immense concern to those involved in developing policy concerned with education, training and employment. Decisions made by young people regarding education, training and employment options beyond the post-compulsory years have long-lasting consequences for them. Over the last few decades, there has been a substantial increase in the number of young people completing Year 12, combined with significant structural changes in labour market conditions. It is widely acknowledged that over the past 15 years there has been a substantial decline in the availability of full-time employment for school leavers. Young Australians face a range of difficulties in securing a place in the labour force. For Indigenous Australians the difficulties are even greater.

A substantial number of young Indigenous Australians do not complete Year 12; many leave before completing their compulsory schooling. In 1997, less than 50 per cent of Indigenous students remained at school to Year 11, compared with over 85 per cent of non-Indigenous students. Fewer than 31 per cent remained to Year 12 compared with over 72 per cent of non-Indigenous students. Among 15 to 19 year-olds, Indigenous Australians were a third less likely than other Australians to be attending school and less than half as likely to be attending a tertiary institution. The relationship between educational attainment and unemployment for Indigenous Australians is strong: those with a degree or a skilled vocational qualification are about four times as likely to have a full-time job as a person who left school at age 15 or younger.

Research for this project was undertaken for the Task Force on School to Work Transition for Indigenous Australians in the Department of Employment, Education, Training and Youth Affairs. This Task Force was established to examine issues of access to Departmental programs and services for young Indigenous people moving from school to work and to consider ways in which programs and polices could be enhanced to assist clients in overcoming barriers to education and employment. The report aims to describe the current situation in terms of the pathways for Indigenous young people and their participation in relevant DEETYA programs and to be used as a basis for the identification of issues and options by the Task Force as they formulate policy recommendations.

The report is structured in two main sections:

- Literature Review - This section presents a summary of the literature on issues relevant to school to work transition for Indigenous Australians aged 12 to 19 years old. The focus of the review is on solutions to current issues and the linkages between school, training and work. This section of the report includes a summary of key Commonwealth policy documents, barriers and issues faced by Indigenous youth, identification of transitional points and strategies to facilitate transition, and a sample of current programs which appear to be achieving some degree of success with Indigenous youth. An *annotated bibliography* of all relevant literature sources is also included at the end of the report;

- Statistical Analysis - This section provides a description of past and current participation of young Indigenous people in schooling, post-school education, training and employment, as well as the nature and extent of school to work pathways which are being followed. Comparisons are made with the non-Indigenous population and key factors such as rurality, gender and State differences are considered. The principal sources of data for these analyses are the census collections of the Australian Bureau of Statistics for 1991 and 1996. The analyses also make use of the National Schools Statistical Collection, the DEETYA Higher Education Student Data Collection, the Vocational Education and Training Statistics Collection and the 1994 National Aboriginal and Torres Strait Islander Survey. In the report, additional data is used from studies of the Community Development Employment Projects (CDEP) Scheme and other labour market programs. One of the strengths of this analysis is that it brings together data from a wide variety of sources to give a picture of pathways (rather than just discrete blocks of information). Comparisons with the non-Indigenous population provide equity measures and measures of relative improvement. A detailed summary of findings from the analysis appears in the executive summary for this section of the report.

The statistics confirm that which is already well-documented in the literature, that Indigenous youth continue to experience considerable disadvantage at each stage of transition from school to work.

Some of the key findings which emerge from the review of the literature and the statistical report are that:

- Indigenous youth experience disadvantage at each of the identified transition points. The literature highlights the multiple disadvantages experienced by Indigenous youth including low educational attainments, rurality, speaking English as a second language or dialect and low English literacy levels;

- Retention at secondary school is lower for Indigenous youth than non-Indigenous youth every age level. The literature suggest a number of reasons why the drop-out rate is high for Indigenous youth including lack of relevant courses, lack of culturally appropriate curriculum, pedagogy and assessment and low literacy levels which are first apparent in primary school;

- Many Indigenous youth are participating in vocational education courses requiring low skill levels. Improvements in the level and quality of participation in further education requires improvements in schooling outcomes; however, there is also scope for an examination of pathways within the VET sector (after pre-vocational and preparatory courses) and the choices made by Indigenous students who have successfully completed Year 12 (many do not go on to higher education);

- There is evidence in the literature regarding the high participation of youth in part-time, low-paid, insecure employment. There are higher numbers of

Indigenous youth than non-Indigenous youth in this type of employment and a higher number unemployed;

- Rurality contributes to the disadvantage experience by Indigenous youth in terms of poorer educational outcome, although employment outcomes are supported by CDEP employment in places where there would otherwise be a lack of employment opportunities;

- CDEP offers a valuable source of employment for Indigenous people and contributes significantly to the employment outcomes documented in the statistical report. One concern is that Indigenous Youth may move into CDEP employment in preference to completing secondary school. The recent policy direction regarding CDEP's securing access to appropriate on-site delivery by mainstream training providers is an important way of addressing the issue of future pathways, especially for Indigenous youth who have limited education, training and employment opportunities.

A disturbing result which emerged from the statistical analysis is that even when educational attainment was the same as for a non-Indigenous person in a similar geographic location, employment opportunities for Indigenous youth were poorer.

Introduction

The focus of this literature review is on issues and solutions connected with the transition from school to work and/or further education and training for 12-19 year old Indigenous young people. The literature is not vast in terms of evidence of viable and proven solutions to transition problems in this age range. Some literature has been included that covers a wider age range, because the principles and practices involved have relevance to young people, and also because Indigenous peoples of all ages are confronted by similar transition issues.

A search of the literature was undertaken using the facilities of the ACER Library, including a search of the Australian Education Index which is compiled by the library. It was decided to limit the search to articles over the last 10 years, back to 1988, with a particular focus on recent years.

An email was posted to the general email list of VECO, Vocational Coordinators Online (http://www.ash.org.au/veco) which asked members of the online community for suggestions of published and unpublished reports regarding successful programs and strategies which assisted the transition of Indigenous adolescents from school to work. A number of replies included useful comments, suggestions and descriptions of programs, some of which have been included in the literature review. The world wide web was also used to gather references, with searches undertaken on the following sites:

- National Centre for Vocational Education Research's VOCED database (http://www.ncver.edu.au)
- Centre for Aboriginal Economic Policy Research (http://www.anu.edu.au/caepr)
- Australian National Training Authority (http://www.anta.gov.au).

The Context of Transition for Young Indigenous People

As has been stated many times over, and was reiterated in the National Aboriginal and Torres Strait Islander Education Policy, 'Aboriginal and Torres Strait Islander people remain the most educationally disadvantaged group in Australia' (Department of Employment, Education and Training (DEET), (1989, p. 3). *The National Review of Education for Aboriginal and Torres Strait Islander Peoples* (DEET, 1995) reported that 'While participation in education has increased in the last five years, the size of the gaps between Aboriginal and Torres Strait Islander students' participation and all other students' participation remains largely unchanged' (p. 81).

Indigenous youth drop out of school earlier than non-Indigenous youth. This was reflected in school retention rates reported in the *Nation Aboriginal and Torres Strait Islander Survey* (Australian Bureau of Statistics (ABS), 1996a): 81 per cent of

Indigenous 15 year olds are in school compared with 92 per cent all students; 57 per cent of Indigenous 16 year olds compared with 80 per cent all students; and 31 per cent of Indigenous 17 year olds compared with 60 per cent of all students. Overall, 57 per cent of Indigenous people aged 15 to 24 years had left school at Year 10 or earlier; 10 per cent of Indigenous 15 to 24 year olds had some form of post-school qualification compared to 23 per cent of all 15 to 24 year olds.

In 1994, the unemployment rate for Indigenous people aged 15 to 19 years was 50 per cent and for 20 to 24 year olds, 46 per cent. For all Australians aged 15 to 19 years, the unemployment rate was 22 per cent and for 20 to 24 year olds, 13 per cent (ABS 1996a).

Taylor and Altman (1997) point out that the Indigenous population is increasing in size at a much greater rate than the non-Indigenous population resulting in an expanding working-age population. The unemployment rate for all Indigenous people is likely to increase from 39 per cent to 47 per cent by the year 2006 (the non-Indigenous unemployment rate is currently 8.5 per cent). Employment opportunities will need to increase substantially for Indigenous Australians just to maintain the status quo.

Hunter (1996) cites employment statistics provided by the ABS and states that, for Indigenous people, completing Year 10 or 11 increases employment chances by 40 per cent, a post-secondary qualification increases employment chances by 13-23 per cent, and education also reduces the likelihood of arrest, which itself significantly reduces the probability of employment. In a later publication, a detailed examination of the determinants of Indigenous employment outcomes, Hunter (1997) states:

> Education is the largest single factor associated with the current poor outcomes for indigenous employment. Indeed, the influence of education dwarfs the influence of most demography, geography and social variables. (p. 189)

The need for attention to be paid to school to work transition issues is emphasised in the listed priorities of the *National Strategy for the Education of Aboriginal and Torres Strait Islander Peoples 1996-2002* (Ministerial Council on Education, Employment, Training and Youth Affairs, chair P. Hughes, 1995). The following key outcomes for the priorities include:

- 'improved articulation of learning pathways between schooling and post compulsory education and training' (p. 4);
- 'increased participation of Aboriginal and Torres Strait Islander students in the full range of subjects in senior secondary schooling, higher level award studies and employment-focused courses' (p. 4); and
- 'increased numbers of Aboriginal and Torres Strait Islander students successfully complete Year 12 or equivalent . . . [and] gain employment after participation in education and training' (p. 5).

Transition Barriers and Difficulties

An Aboriginal and Torres Strait Islander Peoples' Training Advisory Council (ATSIPTAC) (1998) publication on school-industry work placements clearly outlined the barriers to access and success in school education, an important determinant of successful transition to employment, faced by Indigenous students. These barriers include:

- concentration of senior secondary certificates of education upon traditional academic subjects and assessments designed to produce a Tertiary Entrance Rank (TER);
- confinement of educational outcomes to assessment scores and the TER;
- highly centralised and relatively limited range of senior secondary subjects;
- recent moves of a number of TAFE authorities to use the TER as a means of selection for their advanced courses;
- concentration of school education upon classroom and didactic teaching styles;
- relative absence of curriculum related to Indigenous cultures;
- lack of cross-cultural understanding of Indigenous cultures;
- lack of Indigenous people employed as teachers and trainers, and the lack of senior secondary schools in some areas;
- relative isolation of many Indigenous communities;
- high levels of poverty amongst Indigenous communities; and
- lack of attention given to the retention of Indigenous students post Year 10. (pp. 5-6)

Interviews with Indigenous students completing the South Australian Certificate of Education (SACE) identified a number of barriers including racism, lack of parental support, lack of available tutors, transiency, poverty and competing responsibilities. The lack of support and training for Aboriginal Education Workers at the schools meant that they were not always able to give adequate support for students. SACE-specific factors which inhibited access and participation included a confusion regarding the structure of the SACE and associated terminology, inflexibility of SACE and time demands having a negative impact on student/teacher relationships (Rigney, Rigney and Hughes, 1998).

A report by Ainley and Robinson (1994) on enrolment patterns in Years 11 and 12 showed that Indigenous students tended to have much lower enrolments than other students in the physical sciences, languages other than English, mathematics, economics and business; they had higher enrolments in the Technology and Health and Physical Education Key Learning areas.

Course choices in TAFE show similar limitations. Golding, Volkoff and Ferrier (1997), in a stocktake of equity literature in vocational education and training, pointed out that Indigenous people are over-represented in TAFE in terms of commencements, but participation and qualifications are at the lower skills levels, and they are under-represented in a range of vocational streams, particularly at the higher skills levels. Most Indigenous TAFE students are enrolled in preparatory courses.

Golding et al went on to list the barriers to access and participation in TAFE, including the lack of recognition and understanding of cultural differences by course providers, and the failure to address literacy and numeracy issues in an appropriate way.

A barrier discussed by Kirkby (1993) was the focus on competency based training (CBT) in the delivery of vocational education:

> Aboriginal world views tend to be relational and holistic - the antithesis of the reductionist and positivist world view inherent in CBT. It is . . . the context which gives meaning to knowledge. In such a view the learning of discrete competency skills alone becomes meaningless. (p. 8)

Schwab (1996) looked at Indigenous participation in higher education, and found similar trends to those in the school and TAFE sectors - Indigenous students were markedly over-represented at the lowest end of the course continuum in non-credit courses and under-represented at the upper levels. Indigenous students chose Arts and Education courses in preference to Business, Engineering and Science. These trends in all sectors translate into barriers for Indigenous people to participation in many areas of the workforce.

In a slightly later publication, Schwab (1997) warned that in the context of the new political economy of education, 'the advantages of diversity are likely to be down-played and uniformity promoted in the name of fiscal responsibility, fairness and equity' (p. 11). McNamara and Valadian (1994) were aware of this danger also; they commented that there may be as much variability between learners within a particular category (such as Indigenous people) as there is between different groups, and that the failure to recognise this may be a real barrier to continuing Indigenous participation in education. The National Review of Education for Aboriginal and Torres Strait Islander Peoples (1995) noted the diversity already present in Australian education provision, and urged education providers to 'extend this diversity to meet the aspirations, needs, circumstances and cultures' of Indigenous people (p. 80).

Rurality is salient factor for many Indigenous young people in their transition through school and on to further education or work. Indigenous youth in rural and remote areas may experience additional barriers in their experience of school and subsequent transition from school to work or further education. Ainley (1994) found that the difference in the average literacy and numeracy achievement between Indigenous and non-Indigenous students was greater in rural than in urban areas. The literature review carried out as part of the *Desert Schools* project identified a number of key issues in the educational disadvantage experienced by Indigenous people in remote schools including culturally inappropriate teaching strategies and forms of assessment, the relevance of school, teacher training, teacher expectations, student motivation, student-teacher relationships, language issues, attendance, housing, health, substance abuse and community funding resources (National Languages and Literacy Institute of Australia (NLLIA), 1996). The drop-out rate for all Australian youth from rural areas is greater that for urban areas (Ainley et al, 1997); and Indigenous students from remote areas are less likely to be in school (Hunter and Schwab, 1998). One study found that Indigenous students from rural areas have a lower self-esteem than urban Indigenous students (Lazarevic, 1992).

A report by the Legislative Assembly of the Northern Territory (1996) documented the barriers faced by Indigenous students from remote communities. These included poor housing and health, which in turn is related to poor attendance and unpunctuality, low English literacy and numeracy achievement levels (11-16 year old students averaged at about a Year 3 level) and the fact that although many speak English as a second language, this is not fully acknowledged in funding for ESL programs. Poor attendance levels of students also had the effect of reducing funding levels for school education. Provision of a full secondary education was not possible in a number of communities. The Review Committee could find no evidence of a child from a remote school completing Year 12 in the Northern Territory.

A report on VET delivery in rural and remote Indigenous communities found that training providers often continue to deliver training in inappropriate ways and fail to develop meaningful relationships or adequate consultation processes with communities (ANTARAC, 1998). Coles (1993) also expressed concern regarding the delivery of training to Indigenous students from remote communities along with the relevance of course content and the adequacy with which the courses addressed students' literacy and numeracy needs (not just English survival courses but subject/field-specific English courses).

Employment prospects for Indigenous people who live in rural and remote Australia are generally poor. Communities experience multiple forms of economic burden in areas where long-term unemployment is chronic, there are few jobs and competition for employment is high. While the likelihood of employment for Indigenous people in rural areas does not appear to be significantly different from urban areas, this is mainly due to the presence of Community Development Employment Projects (CDEP) employment in rural areas (ABS, 1996a; ABS, 1996b; DEETYA, 1996)

The concept of multiple disadvantage is one which has been explored by Golding and Volkoff (1998) who stated that:

> Indigenous people . . . are more likely as a result of past policies and past legacies, to also be members of other disadvantaged groups such as those with low literacy and numeracy skills, long term unemployed, in custody, rural and isolated, and to have a disability. (p. 5-6).

The barriers to equitable access to and participation in education for Indigenous students are clearly identified in the literature. What is equally clear is the widespread support of education that prevails in Indigenous communities. More than a decade ago, Sturman (1985) reported that, despite low achievement levels and retention rates, Indigenous students and their parents had quite high educational and vocational aspirations. In 1989, the National Aboriginal and Torres Strait Islander Education Policy (AEP) document made a strong statement on this issue:

> Numerous reviews, inquiries and consultations conducted in recent years have all demonstrated that Aboriginal and Torres Strait Islander people place a high priority on education. They want for themselves and their children no less by way of educational opportunity than is afforded to other Australians. They expect that educational processes should lead them to acquire the knowledge and skills necessary to realise their individual potential, lead satisfying lives, and contribute actively to the community. They look to education as a means of moving out of poverty and welfare dependency, enabling them to earn income through employment or enterprise and to manage the development of their communities. (DEET, 1989, p. 6)

The report on the National Aboriginal and Torres Strait Islander Survey conducted in 1994 included commentary on employment and education outcomes for Indigenous youth (ABS, 1996a; ABS, 1996b). The survey looked at predictors of Indigenous employment (such as age, family size, education, location, English proficiency, and social factors). For young people, as well as for other age groups, level of education was the biggest predictor of having a job. Having been arrested was a large disadvantage in terms of employment. The unemployment rate was higher for 15-19 year olds than for any other age group, and it was much higher than for all Australian youth (50 per cent compared to 22 per cent). The main difficulties in getting work reported by Indigenous youth were transport problems, lack of jobs, and insufficient education or training. Half of the Indigenous youth surveyed reported that they wanted to undertake further study and, of these, two thirds indicated that they would have difficulty in realising their study ambitions. The main difficulties relevant to studying mentioned were travel or lack of transport, and, for females, lack of child care.

The evaluation of Working Nation (DEETYA, 1996) reported that Indigenous people's potential for employment was affected by family responsibilities, cultural obligations, homelessness and isolation. There were few employment opportunities for youth in remote communities, and young Indigenous women in particular 'were expected to undertake a range of family and domestic responsibilities which could affect their employment prospects' (p. 66).

A longitudinal study of a group of Indigenous jobseekers found that, in addition to low levels of educational achievement (at compulsory and postcompulsory levels) and low literacy and numeracy levels, further barriers to employment included the impact of Indigenous values on their lives (such that education and employment is a lower priority than family obligation and meeting immediate social and financial needs), problems with access to transport and financial resources, lifestyles with less routine and more unpredictability than most non-Indigenous people, high levels of mobility, health and substance abuse issues and low levels of self confidence (DEETYA, 1998).

Despite some improvements to Indigenous employment levels, which have been achieved since the implementation of the Aboriginal Employment Development Policy (AEDP) described below, reviews of the policy indicate that many of the barriers to employment experienced by Indigenous people remain (Aboriginal and Torres Strait Islander Commission (ATSIC), 1994; ATSIC, 1996).

The remaining sections of this review look in some detail at the literature on programs and practices that have sought to reduce the disparity between Indigenous educational and vocational aspirations and the current and continuing reality of low participation and achievement in education, training and in the workplace.

Commonwealth Government Programs

The Aboriginal Employment Development Policy (AEDP) was established in 1987 in response to unacceptably high levels of Indigenous unemployment and economic disadvantage. The major programs covered by AEDP were the Community Development Employment Projects (CDEP), the Training for Aboriginals and Torres Strait Islanders Program (TAP) and general labour market programs. A review of the AEDP was undertaken in 1994 (Aboriginal and Torres Strait Islander Commission, 1994), which included program reviews by agencies, analysis of census data, and consultation with Indigenous people. The review outlined a strategic approach to ensure the future success of the AEDP, with a primary emphasis on ensuring that program delivery empowered Indigenous people. What was required was a more flexible service provision to meet the information, support and outcome requirements of Indigenous people, and more attention to be given to locally driven objectives in developing programs. Comment was made on educational participation:

> The current review of indigenous education programs suggests that while there have been significant improvements in Aboriginal and Torres Strait Islander participation in education, equality in educational outcomes for indigenous people is unlikely to be achieved in this century. In the interim, strategies including training and school-to-work transition arrangements will need to play an important role in bridging the gap. (p. xv)

A subsequent discussion paper covering policy direction of economic development notes that despite an increase in the numbers of Indigenous people obtaining post-secondary qualifications and increase in employment levels, participation in the workforce is still low (ATSIC, 1996). Improvements have not occurred in the private sectors and there has been a high reliance on CDEP schemes. It is acknowledged that the development of an economic base for many Indigenous communities, particularly those in distant areas, will be influenced by remoteness, underdeveloped technical and entrepreneurial skills, sometimes contradictory cultural values, lack of local and regional infrastructure, and a lack of capital. For many communities in areas which have weak or non-existent primary labour markets, CDEP will remain the only employment option. As a result, employment and income outcomes for Indigenous people can not be expected to mirror, in any statistical way, those of non-Indigenous people.

The discussion paper suggests a number of strategies to further increase employment for Indigenous people including the following:

- education and training (in remote communities, through participation in education and training opportunities, community development opportunities, local enterprises, and infrastructure development; in urban areas, obtaining skills and qualifications required by employers through labour market programs and educational institutions);
- private sector (supporting case management practices which adequately prepare Indigenous job seekers for private sector opportunities; increasing

joint venture arrangements between industry and labour market programs; supporting the establishment of Indigenous business enterprises);
- public sector (eg ensuring that government agencies meet their EEO obligations);
- community sector (continued use of current programs eg CDEP and ABSTUDY to improve full time jobs and income levels as well as continued support of informal economic activities and community enterprises in remote areas with limited employment prospects); and
- maximising the use of funds directed towards the Indigenous economy.

The report acknowledges the link between education/training and employment prospects and sees the AEP (DEET, 1989) as providing an important foundation to achieve improved educational outcomes. The AEP, endorsed by all states and territories, which aimed to raise Indigenous participation and success in education to the same levels as the rest of the community. The policy outlined the education principles, long-term goals and priorities for Indigenous education and arrangements for implementation.

The CDEP scheme, one component of the AEDP, applies over a broader age range than Indigenous youth. Altman (1997) commented on the popularity of the scheme and its ability to create a mechanism to facilitate productive activity in many contexts. The limitations of the scheme included the lack of tangible evidence of success, and, often, the lack of training provided to participants. Taylor and Altman (1997) call for a continuation of CDEP along with strategies to move people from CDEP employment and into mainstream employment. They also support the continued underwriting of labour market programs, the encouragement of greater business opportunities and support for Indigenous business ventures, and a greater input of resources to improve areas such as education, housing, health and incarceration, which in turn affect employment outcomes for Indigenous Australians. Boughton (1998, in preparation) suggested that there was a need for research into ways of linking education and training programs to CDEP schemes. Daly (1993) described the potential conflicts between the aims of two government schemes:

> There is some danger of a conflict between the incentives offered under the AEDP employment programs (eg the CDEP scheme) and the AEP programs to promote school retention. The offer of part-time employment within the community under the CDEP scheme may discourage individuals from leaving home in pursuit of further education. While not wishing to underestimate the wider social benefits which may arise from this choice, it may have important implications for an individual's future income potential. (p. 36)

Daly also notes with some concern the role of programs like CDEP in creating the impression that Indigenous employment rate is increasing; however increased employment is mainly in part-time jobs (mostly CDEP) requiring lower skills and providing lower income.

An independent review of the CDEP scheme found evidence that it was effective in facilitating the transition of participants to other employment but noted that projects are not funded to provide accredited training or individual case management to assist participants to secure full-time employment. The review recommended that CDEP projects be given access to more flexible, community focused on-site training delivery by TAFE systems and training providers, and develop linkages with employment placement providers (Spicer, 1997).

Another component of AEDP was the Training for Aboriginal and Torres Strait Islander Program (TAP), a key element of which was Employment Strategies. Commonwealth assistance was given to employers or organisations to enable them to develop medium to long term strategies for Indigenous employment, recruitment and career development programs. A review of Employment Strategies (Rich et al, 1994) did not make specific mention of Indigenous youth, but did report on a series of case studies of Employment Strategies sponsored by the program, covering a range of employment areas, including catering, travel, telecommunications, state and Commonwealth public sectors, and a university. The report commented on the difficulties encountered in the program in matching the available supply of Indigenous people in the workforce to employer requirements.

The literature on transition also refers to DEETYA funded education programs:

ABSTUDY provides funding for Indigenous people in secondary and post secondary study. A recent review of ABSTUDY, mentioned in a later section on the transition of students to higher education, affirmed the importance of ABSTUDY in improving Indigenous educational outcomes (Stanley and Hansen, 1998).

The *Vocational and Educational Guidance for Aboriginals Scheme* (VEGAS) provides funding to sponsor organisations which conduct projects which help Indigenous students and their parents make decisions about their education, training and employment. Positive accounts of VEGAS programs are given in the later section on successful programs (Penny, 1995; and Eason, 1998).

The *Aboriginal Tutorial Assistance Scheme* (ATAS), which provided supplementary coaching and other kinds of study help. Wren (1992) undertook an ethnographic study of ATAS as it operated in the Centre for Aboriginal and Torres Strait Islander Studies at the Northern Territory University. While issuing a note of caution in generalising from the outcomes of the study, Wren stated that there were indications that the regular interaction with an ATAS tutor did enhance student confidence, and led to improvements in attendance, retention and the quality of academic work. An evaluation of the scheme by Keys Young (1994) identified positive outcomes for Indigenous students including increased self-esteem, confidence and motivation, improved quality of work, enhanced social skills, reduced absenteeism and increased parental participation in schools. The report also identified a need for greater uniformity in application of guidelines, improved promotion of the scheme, measures to increase parental support, improved staffing and resourcing in remote and rural areas and improved training for the Indigenous education workers.

The *Aboriginal Student Support and Parent Awareness* (ASSPA) program was established in 1990 as part of the AEP, alongside VEGAS and ATAS. By 1996, 62,000 secondary Indigenous students and 28,000 primary students were covered by ASSPA. An evaluation of the program undertaken by Elliott and Kable (1998) found that, although statistical evidence was lacking, case studies provided evidence of the potential of ASSPA to improve Indigenous student attendance and retention. ASSPA action overcame the cost barrier for students, increasing their access to school programs and activities, thus expanding students' educational horizons and raising self esteem and confidence in the classroom context. Through ASSPA, Indigenous students were becoming more familiar with and taking pride in their own culture. The evaluation team recommended that ASSPA committees should be helped to be better informed about allied programs such as VEGAS and ATAS so that they could encourage student participation in these programs.

A review of the AEP in 1995 made a number of specific recommendations regarding improvements to the Commonwealth programs, some of which have been subsequently implemented (DEET, 1995). For example, the recommendation to extend ASSPA to pre-schools (p. 73) and to pay AESIP (Aboriginal Education Strategic Initiatives Program) on a per capita basis (p. 117) have both been implemented.

Ferrier (1998) evaluated the government policy initiative in VET referred to as User Choice. She reported overwhelming support for the User Choice idea among Indigenous communities involved in pilot projects, because it 'had enabled them to articulate what sort of training they wanted more confidently and had raised their expectations that the training program would be customised accordingly' (p. 6). Customisation applied to the content of the program, its mode and place of delivery, and assessment procedures. Ferrier concluded that in all the projects 'it was apparent that customisation of a training program to produce culturally relevant and appropriate training is very important to, and increases the effectiveness of learning by, Indigenous students' (p. 8). Some concern was expressed about the emphasis given by User Choice to the interests of employers: 'An emphasis on the needs of employers and enterprises will not necessarily produce equal benefits for students' (p. 12).

In a review of the transition from initial education to working life, Ainley, Malley and Lamb (1997) reported on the success of Group Training schemes, under which the provision of training is organised through groups of firms rather than through individual employers. From 1990-94, 'whilst there was a 23 per cent decline in the numbers of apprentices across Australia the number of Group Training apprentices increased by 28 per cent' (p. 26). This scheme, together with the New Apprenticeships in schools, which enables an individual to be a secondary student and a paid employee, has the potential to ease the transition from school to work for

Indigenous young people. The Group Training Companies were set up to provide additional apprenticeships/traineeships by allowing small employers to operate in group arrangements. One of their roles is to promote apprenticeship and traineeship opportunities for people who traditionally experience disadvantage in the labour market. Indigenous people are more likely to be involved in Group Training schemes in the public sector than with private sector employers, and more likely to undertake traineeships than apprenticeships (ANTA, 1997). Group Training Australia (GTA)(1997) had documented a number of success stories, including a horticulture training program for Indigenous juvenile offenders. The Western Australia GTA network employed an Aboriginal Project Coordinator to be responsible for allocating 50 apprenticeships a year to Indigenous people. At the end of the first year the network reported that this target had been easily achieved due to the efforts of the coordinator who had worked to locate and place candidates with employers close to their communities.

Transition Issues and Solutions

Transition issues emerge at different points in the education/work continuum for students from 12 to 19 years. There is the transition from primary to secondary school, from compulsory to post-compulsory secondary education, from school to work, from school to further or higher education, and from unemployment to further education or training and work.

Primary to Secondary School Transition

The context of learning for Indigenous primary school children may include a number of factors which affect learning and subsequently influence their transition to secondary school. Indigenous children may have health problems, speak English as a second language or dialect and have different ways of learning which are not recognised or valued at school (Batten et al, 1998). A Special Indigenous Sample of Year 3 and 5 students in the *National School English Literacy Survey* (drawn from schools with at least five Indigenous students in each of Years 3 and 5) had very low levels of English literacy achievement, 3 to 4 levels below the students in the main sample in relation to the English profile for Australian schools, and relatively high rates of absence from school (Masters and Forster, 1997a). A further report on the results of the survey set a 'minimum acceptable standard' in literacy. For reading, the minimum acceptable standard was met by 19 per cent of Year 3 students and 23 per cent of Year 5 students from the Special Indigenous Sample (compared with 73 per cent of Year 3 students and 71 per cent of Year 5 students from the main sample). For writing, the minimum acceptable standard was met by 29 per cent of Year 3 students and 24 per cent of Year 5 students from the Special Indigenous Sample (compared with 72 per cent of Year 3 students and 67 per cent of Year 5 students from the main sample). It should be noted that, due to sampling requirements, the Special Indigenous Sample were students from mainly rural and remote areas (Masters and Forster, 1997b).

Groome and Hamilton (1995) found that in some instances the final years of primary schooling were positive ones for Indigenous students, who were 'accorded independence and responsibility on a level which is comparable with that which they enjoy at home' (p. 54), and the students had established good relationships with their teacher. The researchers found that this sense of security and affirmation could be easily lost in the transition to secondary school: 'In this change, Aboriginal students can experience confusion, a loss of responsibility, choice and freedom and a lack of recognition as a person' (p. 55).

A number of publications cover teaching programs and strategies designed to enhance the learning experiences of primary and secondary school students. They encourage teachers to recognise the individuality of students and to acknowledge and accommodate for socio-cultural differences, differences in home backgrounds, ways of learning, and language and literacy needs through developing positive relationships with students and incorporating a variety of teaching and assessment methods into their programs (eg Groome, 1995; NLLIA, 1994; Harris and Malin, 1994; Batten et al, 1998). One school program featured videos, guest speakers and special classes for Indigenous students to promote the value of education and enhance the students' self esteem (Courtney, 1989). A smoother transition from primary to secondary school increases the possibility of students remaining in secondary school. Back to school programs were also found to be useful for students who had dropped out of school prior to or at the beginning of secondary school (Groome and Hamilton, 1995).

Junior to Senior Secondary School Transition

There are substantial differences in the average literacy and numeracy achievement levels of Indigenous and non-Indigenous secondary school students (Ainley, 1994). Secondary school retention rates have improved over the last decade for Indigenous youth, but they are still comparatively low. The *1994 National Aboriginal and Torres Strait Islander Survey* (McLennan, 1996) found that the participation rate of Indigenous 16 year olds was 57 per cent, compared with 80 per cent for all Australian youth; and for Indigenous 17 year olds the rate was 31 per cent compared with 60 per cent for all Australian youth.

Daly and Liu Jin (1995) examined the extent of private rate of return to post-compulsory education for Indigenous compared to non-Indigenous Australians. They found that, for Indigenous Australians, the private rates of return (in terms of income from employment) were lower for post-compulsory schooling and higher for post-secondary schooling.

In a review of the literature on Indigenous attrition in higher education, Bourke, Burden and Moore (1996) emphasised the need to improve secondary education:

> The literature suggests that the first step in improving attrition rates of Aboriginal and Torres Strait Islander students may be to create an education environment in which the students want to remain. (p. 9)

There have been several studies of Indigenous students who have stayed on at school beyond the compulsory years. A study by Munns, Mootz and Chapman (1996) looked at reasons why Indigenous students at an inner city secondary school chose to stay on at school. The main influencing factors were: a school environment that acknowledged, and sought to preserve, cultural identity; the effort made by the school to find appropriate ways for Indigenous students to achieve academic success; and teachers who offered interesting lessons and treated Indigenous students with respect.

A study by Day (1991) showed similar findings - the Indigenous students who stayed on at school had strong Indigenous and personal identities as well as Western school cultural knowledge, a determination and desire to succeed at school, and long-term career goals.

Students completing the SACE interviewed by Rigney, Rigney and Hughes (1998) identified a number of factors which supported them in their senior years including supportive parents and peers, role models, positive relationships with teachers/counsellors and support mechanisms introduced by schools for Indigenous students (Nunga rooms, homework centres, tutors and the ASSPA program), provision of ESL where appropriate and the strengthening of inclusive practices through Aboriginal Perspectives Across the Curriculum.

McInerney (1991) investigated the determinants of motivation in non-traditional Indigenous students in urban and rural school settings. The key motivational factors to staying at school beyond the compulsory years were self-reliance, confidence and goal direction. These factors in turn were influenced by: parental support and help; teacher and peer support at school; and general affect, a liking for school. The research did not show support for some factors previously thought to be important in influencing Indigenous students to stay at school or leave, such as:

- affiliation and social concern - while affiliative strategies, like co-operative learning styles and group work, had some influence, it was not as strong as the literature suggests, and social concern (placing a high value on social relationships) was not related to the intention of continuing at school;
- competition - much of the literature describes the prevailing ethos of competition in schools as antithetical to Indigenous ways of learning, but dislike of competition was not a crucial element in the student's decision to stay at school;
- extrinsic motivation - some of the literature suggests that extrinsic rewards are more important to Indigenous students than intrinsic rewards, but McInerney found that extrinsic rewards were not a motivating factor for students staying on, 'but merely maintain (for the short term) the attention of those who have already decided to leave school' (p. 163).

Groome and Hamilton (1995) conducted interviews with staff and Indigenous students in 22 urban schools in five states in order to identify the educational needs of Indigenous adolescents. Their observation of schools where Indigenous students were retained and achieved success led the researchers to identify supportive policies, programs and strategies, including the following:

- a school environment which encourages 'a developing sense of identity of their Aboriginal students';
- positive relationships 'between staff and these young people, in which all are viewed as individual persons rather than through stereotypes, and the individual needs and aspirations of students are recognised';
- effective communication with Aboriginal families;
- the setting of high standards of behaviour and achievement, 'yet still giving "chances" to those who fail to meet expectations';
- 'develop imaginative courses and pathways which are serious and rigorous alternatives to those which support tertiary admission;
- 'foster the development of strong supportive bonds among Aboriginal students'. (pp. xii-xiii)

The authors stressed the importance of supporting students when they reached the transition point from compulsory to post-compulsory schooling. This support must come from home and school:

> At this important point, when students and parents need to be consulted about future options, the communication gaps between schools and parents can become lethal for the academic progress of Aboriginal students. A decision to go on to Years 11 and 12 may be a major one for Aboriginal students . . . There is often a great deal of encouragement needed from home and school for this step to be taken. (p. 55)

Regret was expressed by the authors that so few Aboriginal Education Workers were employed in secondary schools - in schools where they operated, they were 'offering vital support for students and their parents and helping to establish bridgeheads between the Aboriginal community and the school' (p. 63).

In their visits to 22 schools, Groome and Hamilton saw 'plenty of evidence to indicate that Aboriginal students enjoyed courses which have a strong vocational and practical component' (p. 61). They commented that there were many excellent programs operating to help Indigenous students make informed career choices, and spoke of the significant input of Careers Aspirations Programs and Tertiary Aspirations Programs, although some teachers were concerned about too heavy a focus on tertiary study in these programs. The Australian Vocational Centres run by the Commonwealth Employment Service, which provided experiences in work linked to local needs, were highly praised by students and teachers.

School to Further Education Transition

Vocational education and training issues were the focus of many studies. Some of the studies used interviews with students and staff to identify factors that inhibited or encouraged successful participation and completion of further education courses by Indigenous students. In one research project, 22 focus group discussions with Indigenous and NESB students, parents and community members were held in three states (NSW TAFE, 1995). It was found that Indigenous school students had a better perception of TAFE than of schools, and that language and literacy proficiency was the main barrier to VET for these students. Students felt that VET contributed to their employability and career options, but the quantitative and qualitative data showed that 'the employment outcomes from VET for the target communities are not as good as for the general community' (p. 54). In a 1993 Client Follow-up Survey, the percentages of VET graduates without a job were 46 per cent for Indigenous graduates compared to 31 per cent for all graduates.

Teasdale and Teasdale (1996) expressed concern that VET pathways for Indigenous students were mainly non-vocational: two thirds of the Indigenous students enrolled in VET were completing catch-up or pre-vocational programs, and 'statistics continue to show that Indigenous people are under-represented in all vocational streams and fields of study' (p. v)

Several reports identified the major factors necessary to overcome barriers to successful Indigenous participation in VET (Coles, 1993; Golding et al, 1997; McIntyre et al, 1996; and Teasdale and Teasdale, 1996). There was agreement on the importance of the following factors:

- a recognition of Indigenous culture and values in course planning and implementation;
- furtherance of Indigenous ownership and control of the direction of vocational education, and involvement of communities in course development;
- provision of support services in educational institutions for students as well as in their own communities;
- programs to improve literacy and numeracy skills;
- flexible course structure and delivery, without sacrificing rigour and quality.

Course flexibility was seen to incorporate modularisation and recognition of prior learning (Lester, 1994), as well as the use of new technologies and computer-based learning, particularly for students in rural and remote areas (Lester, 1994; McNamara and Valadian, 1994; and Moran, 1998). An example of the use of a modular approach was described by Mountney (1990). The Automotive Modular Integrated Training System enables trainees in remote areas to undertake trade training without leaving home for lengthy periods of time to attend a TAFE institution, and to proceed at their own pace through the course. The system was trialed in New South Wales, Queensland and the Northern Territory with enough success for the evaluators to recommend that it should be implemented more widely. As an ATSIPTAC Discussion

Paper (1997) stated, the problem with VET participation for Indigenous people in remote communities did not lie in the content of courses, but in the delivery. A field research report on literacy and language in remote secondary schools and their communities (NLLIA, 1996) included a discussion of the difficulty of young people in these communities in making a commitment to learning because there was no clear relationship between formal schooling and employment: 'The starting point for many teenagers may in fact need to be social and economic activity incorporating appropriate educational provision, rather than the reverse' (p. 332).

Teasdale and Teasdale (1996) suggest that, in order to overcome barriers and achieve more productive and workable VET pathways for Indigenous students, significant shifts were needed in policy and practice. Their recommendations for positive action include the following:

- 'Ownership and control of all VET provisions for Indigenous Australians will need to be transferred progressively to Aboriginal and Torres Strait Islander management.' Coordination of the transfer, and the determination of national funding provisions and priorities will depend on the cooperative efforts of ATSIC, ANTA and DEETYA. However, the 'real "grass roots" developments should occur at the local level as Indigenous communities deliberate on jobs, job creation and vocational training needs for their own people.'
- 'Aboriginal and Torres Strait Islander groups should be encouraged . . . to redefine the concept of "vocational training" . . . In this way VET might become just one aspect of a more integrated and inclusive approach to community education that is open to all adults regardless of age and prior schooling.' Local groups should be encouraged to review their total adult education and life long learning needs, so that broader programs could be developed in response to the social and cultural life of the community.
- Staffing will be a central issue. 'More Indigenous staff will be appointed, and non-Indigenous staff selected and culturally sensitised by Indigenous mentors.' Indigenous knowledge and learning will be incorporated into the teaching/learning process, and will be more experientially based. 'Facilities and services within VET institutions will reflect Indigenous values, and will continue to respond to the specific needs of Indigenous clients.'
- 'Processes will need to be established to recognise prior Indigenous learning. . . If English literacy and numeracy are sought they will need to be taught in contexts that are both meaningful and realistic. . . New technologies should be explored and adapted for use in Indigenous contexts - remote, rural, urban and suburban. Successes of individuals, programs, communities and institutions should be celebrated.'
- 'Any barriers to smooth articulation from school into VET, and from VET into work, should be removed. A collaborative approach based on shared facilities and integrated programs should ensure a seamless transition for young people from school to VET to work. . . Study in the VET sector should become an end in itself for those who want it that way. Smooth articulation between VET and

higher education must be ensured by developing more effective transfer and cross-credit arrangements for Indigenous students.' (pp. 91-92)

School to Higher Education Transition

Some of the literature referred to the transition to university life for Indigenous students. Hester (1994) discussed equity of access, comparing Australia to the United States of America where quota systems apply, and concluded that Australian special entry schemes were unlikely to reduce to any great extent the social imbalances apparent in universities, even for Indigenous students, for whom the greatest concessions were made. Hester stated that it was not enough to simply increase opportunities of access for disadvantaged students: 'It will be necessary to select them ahead of better qualified students, to provide adequate tertiary preparation courses, and to provide ongoing financial, social, and academic support' (p. 113). Schwab and Campbell (1997) stated that forthcoming changes to ABSTUDY could lead to declining participation, which would result in declining employment opportunities for Indigenous young people. A research study of more than 100 Indigenous university students was undertaken by Bourke, Burden and Moore (1996). The major problems identified by students were: the need for improved support services; the attitudes of some staff; student feelings of isolation; irrelevant courses; and inadequate career counselling. A Higher Education Council (1996) report acknowledged the need for change in the university sector to ensure a higher incidence of good equity practice; a strategic plan was developed to address specific equity issues.

A report on off-campus study (Grant, 1996) highlighted the difficulties of Indigenous degree and diploma students in trying to balance study with family and community responsibilities. New initiatives by the course developers resulted in increased use of email and the Internet for interactive contact and teaching, and as learning resources.

A review of ABSTUDY (Stanley and Hansen, 1998) included a discussion of the general context of education and employment. The returns, in terms of additional income, for Indigenous people from acquiring certificates, diplomas and degrees were all higher than for non-Indigenous people, and the highest of all for those with degrees. The employment status of Indigenous TAFE graduates was not as good as for Indigenous university graduates, and the unemployment rate of Indigenous TAFE graduates (33 per cent) was double the rate of non-Indigenous TAFE graduates. In higher education, little specific data was available to the review on employment outcomes for Indigenous graduates. Two exceptions were Deakin University and Batchelor College. At Deakin University, there had been a steady increase in Indigenous graduates during the 1990s. Among living graduates from 1987 to 1996 (115 in number), the employment rate was more than 90 per cent. The employment statistics for the 210 Indigenous graduates of Batchelor College, taken in 1993, were that 83 per cent were employed (nearly all in an area linked to their qualifications), 12 per cent were engaged in further study, and 6 per cent were unemployed.

While the review found it difficult to demonstrate specifically the significance of ABSTUDY in promoting access to education, the report did cite past reviews and reports which recognised the success of the scheme (and its predecessors) in increasing secondary school retention rates and post-secondary education outcomes. The Indigenous students interviewed for the review spoke positively of the educational opportunities provided by ABSTUDY that were not accessible in any other way. The students also spoke of the importance of the role models they presented in their communities.

School to Work Transition

Comment was made in the literature on several particular programs or strategies that were introduced to support the transition from school to work:

- *Work Placements for Secondary Students, and VET in Schools Programs.* A discussion paper on school to work pathways (ATSIPTAC, 1998) concluded that 'a body of evidence is emerging on the considerable potential of these programs in improving the educational, personal and employment outcomes' for Indigenous students and others who face educational disadvantage (p. 10). It was felt that more needed to be done by state and Commonwealth governments to standardise Work Placement policy and practice across states, and to integrate Placement programs and assessment into the senior certification process, as had been achieved with VET in Schools programs.
- *New Apprenticeships in Schools* is a government initiative that is to be trialed at the post-compulsory school level during 1998. ATSIPTAC was supportive of the principles of this scheme, although the Council wanted resources to be directly dedicated to programs specifically designed for Indigenous students (ATSIPTAC, 1997, 1998). It was seen as important that, in order to ensure maximum participation of Indigenous students in New Apprenticeships, pre-apprenticeship programs should be introduced in the middle years of secondary schooling, 'designed to articulate with post-compulsory VET in schools and apprenticeships in schools programs' (ATSIPTAC, 1998, p. 19).
- *Competency Based Training (CBT).* It was suggested that an inherent problem with CBT for Indigenous students was the lack of contextual relevance of a set of pre-determined vocational skills. Indigenous students were more likely to engage in learning if the skills or knowledge to be learnt was set in or related to a context familiar to the students (Kirkby, 1993; Rizzetti, 1995).
- *Landcare Environment Action Program, and Skillshare.* Courses like these were seen to be important in 'helping people build bridges between one kind of education and training experience and another' (McIntyre et al, 1996, p. 75). Sometimes the undertaking of such courses resulted in an individual re-entering general education 'in order to lift their academic skills to a higher level . . . needed for a certain line of work' (p. 75).

The authors stressed that, in all these programs, there was a need for a literacy and numeracy component to be incorporated in the programs, and for Indigenous people to be involved in the development and delivery of the programs. Boughton (in preparation, 1998) maintained that Indigenous people need a different set of education and training pathways 'which may well include "mainstream" options, but whose fundamental characteristics are their close fit with locally and regionally determined Indigenous development needs' (p. 19).

A recent report which looked at selected Indigenous Specific Training Projects to identify processes and outcomes relevant to the New Apprenticeships identified a number of indicators of best practice in vocational education and training involving Indigenous communities and trainees. Factors associated with successful programs included: the embeddedness within the Indigenous culture; adequate consultation with the community; use of existing support structures; support for the program from committed advocates; culturally appropriate courses developed through consultation and negotiation with communities; trainers and educators committed to meeting the needs of the individuals; training embedded in work expedience and delivered by the Indigenous sectors or specialist training units in mainstream organisations; traineeships managed by group training companies incorporating trainee case management; appropriate recruitment of trainees and ongoing evaluation of the program.

Barriers to the successful uptake and completion of traineeships occurred when: the idea for the traineeships was generated externally to the Indigenous community; course modules were mainly developed by non-Indigenous people or outside the community; the process was rushed and took place without adequate negotiation; key parties were not involved in consultation or consultation was seen to be selective/tokenistic; undue attention on factors such as literacy, numeracy and work ethics in a deficit approach rather than paying attention to creating a supportive environment; lack of cross-cultural awareness or training responsibilities by employers; lack of continuity; mismatch between training outcomes and employer/industry expectations; lock-step and inflexible off-the-job training; and breakdowns in communication.

Several writers spoke of the need for the school to work and further education transition to be a 'seamless web'. ATSIPTAC (1997), writing about apprenticeships, referred to it as a 'holistic approach':

> Apprenticeship and traineeship development needs to be integrated into the emerging school VET pathways as well as into pathways beyond VET, in order to provide upward, transferable skills and vocational mobility for Indigenous people. (p. 22)

Unemployment to School or Work

It should be noted that while a significant proportion of Indigenous participation in VET and higher education is in preparatory or pre-vocational courses (Golding, Volkoff and Ferrier, 1997), there did not appear to be any literature documenting the success of these courses in terms of transition to employment or to further education involving courses of a higher skill level.

Transition to employment may also be from unemployment. A slight increase in Indigenous youth accessing labour market programs was reported in an evaluation of the Commonwealth government's Working Nation policy (DEETYA, 1996). The report also listed barriers to employment prospects for Indigenous youth which included educational and social factors (low literacy and numeracy levels, family and cultural responsibilities, homelessness and isolation). The difficulty that some Indigenous job-seekers had in approaching the CES for assistance was shown to be due to a lack of confidence, non-English speaking background and the lack of Indigenous staff in centres was also mentioned.

The interim report of a study documenting the experiences of a group of Indigenous job-seekers (DEETYA, 1998) examined the way in which case management services dealt with their Indigenous clients and identified a number of limitations with their processes. These included a failure to address clients' pre-vocational needs (by focussing solely on employment outcomes), inappropriate reliance on written communication, failure to develop personal relationships with the participants, not using Indigenous informal networks and placing Indigenous people in environments and situations which they found uncomfortable (in group situations or interviews). The report recommended the use of employment services which involved community-based Indigenous organisations, had access to informal networks, acknowledged the significance of Indigenous values (particularly regarding family), addressed pre-vocational needs of clients (eg confidence building and assertiveness courses), were aware of substance use issues and support programs, established relationships with clients, communicated in person ('It is commonly understood that the Indigenous culture has been and remains an oral culture'), acknowledged sociocultural differences in lifestyle and provided post service follow-up.

Back to school programs were seen to be effective for some early school leavers. One school visited by Groome and Hamilton had established a program for long term non-attendees in the 12-16 age range, some of whom had been away from school for six years. Their main reasons for dropping out were increasing feelings of failure and the constant pressure of racism on their lives. The program was run as an 'Open House' with a flexible timetable. After one year of operation, 12 students of the 43 on the roll had been won back to full time schooling. According to the staff, the main reason for the success of the program was that 'the Aboriginal young people involved had claimed ownership of the project' (p. 63).

Examples of Programs that Appear to be Successful in Addressing Transition Issues

The following brief descriptions give some idea of the types of programs that are seen to be operating with some success for their Indigenous participants. Included are: programs which provide vocational information and education support for secondary school students; TAFE courses in Western Australia; school-industry programs in NSW, northern Queensland and Alice Springs; and a land conservation course offered by the Institute for Aboriginal Development.

Penny (1995) *Aboriginal and Islander Career Aspiration Program*

The Aboriginal and Islander Career Aspiration Program (AICAP), originally developed in Queensland, was established in South Australia in 1994, funded by VEGAS. The program, targeting Years 6-12 students, aimed to address low Year 12 completion of Indigenous young people, low retention beyond Year 10, high unemployment rate, and disproportionate representation in unskilled and semi-skilled jobs. The program received wide support through the state from Indigenous education staff, Indigenous parent groups and school communities.

The planning and implementation of the program was based on a recognition of:

- the need to provide increased opportunities for Indigenous youth and their parents to access career information;
- the need to raise awareness of the availability of a range of career and educational guidance and support services, both mainstream and specifically Aboriginal and Islander;
- the need to deliver career information and guidance in a culturally appropriate manner;
- the need to encourage greater use of mainstream services by Indigenous people. (p. 12)

Part-way through the year-long pilot program described by Penny, the program developed and distributed 4000 copies of a Career Information Kit to Indigenous students, school staff, parent groups, Indigenous organisations, CES offices and university/further education support services. There was a positive response from students, parents and school staff, and many enquiries had been received about the Program. There were positive responses also to a series of 21 workshops which were given to more than 1000 Indigenous students. Penny reported that 'in addition to providing career information and exposure to positive role-models, the Career Workshops enabled students to come together and reaffirm their cultural identity' (p. 13). The development of a training package for school staff was planned for the following year.

Nasir (1996) ***Aboriginal and Islander Tertiary Aspirations Program***

The Aboriginal and Islander Tertiary Aspirations Program (AITAP), initially developed in Queensland, began operating in Northern Territory schools in 1994. The aims of the program were to:

- enhance the academic achievement of Indigenous students during their secondary school years;
- increase participation and maximise attendance of Indigenous students during secondary school, particularly at the senior secondary level;
- enhance the education expectations and aspirations of Indigenous students;
- increase the number of Indigenous students successfully completing Year 12 studies and gaining a Northern Territory Certificate of Education. (p. 7)

The program (which relied on student self-nomination for involvement) focused on students' academic skills, cultural identity, educational and career aspirations, and personal development. The adults involved in the program were teachers, mentors, Aboriginal Education Liaison Officers and parents. Nasir reported on the outcomes of the first three years of the program, as identified by teachers and parents: positive reaction from student participants; development of leadership skills; increased awareness and knowledge of career and educational options; development of student support network; increased students' confidence in their own ability and sense of responsibility for their own actions.

Ison and Gillies (1997) ***'My son reckoned I'd never get one of these'. New directions for Aboriginal Education***

To solve the problem of high student drop out, staff at South West Regional College of TAFE in Western Australia changed their approach in 1995, with the result that, at the end of the year, capacity enrolment was maintained, attrition rates dropped dramatically, and 'unprecedented numbers of Nyungar students achieved academically measurable outcomes' (p. 11).

Changes in approach made by staff included:

- emphasis on the need for non-Indigenous teaching staff to undertake cultural awareness training;
- attendance by Program Manager of the General Studies Section at monthly meetings of the Aboriginal Education, Employment and Training Committee to establish two way communication between course and community members; and
- delegation of a high level of responsibility to the Aboriginal Support Officers at the TAFE for active involvement in course development and student contact.

A key factor in the success of the new strategies was the introduction of the Certificate of General Education for Adults (CGEA), a full time literacy course as a preliminary to bridging courses, which 'provided the flexible framework to allow Nyungar people to determine their own educational and vocational goals and actively work to achieve them' (p. 12).

The features of the new course included: flexible entry and exit; self-paced learning; individual programs; collaborative learning; integrated programs; the transfer of power from the teacher to the learner; and the potential for simpler timetabling, a home room and a limited number of teachers. The most far-reaching factor was seen to be the transfer of control from teacher to student. The collaboration and cooperation among students encouraged in the course was mirrored in the close communication between teachers in the course.

Kearns et al (1996) ***Industry Education Partnerships: Innovation and Learning***

The Hospitality Industry Aboriginal Recruitment and Training Program is the Western Australian Hospitality Industry Training Council's strategy to increase the participation of Indigenous people in the industry and to develop an understanding of Indigenous people and their culture in the existing workforce. Care was taken to adapt the program to Indigenous learning styles, and support was provided for trainees in the workplace and for their families through a mentor support program. Indigenous communities were involved in the planning and implementation of the program, exemplifying 'the two-way learning concept which involved interactive learning between the hospitality industry and the Aboriginal and Torres Strait Islander communities' (p. 21).

Eason, (1998) ***Macleay Valley Workplace Learning Centre Inc. An Overview of our Programs and Structure***

The Macleay Valley Workplace Learning Centre is an umbrella organisation for integrated vocational education programs for students in Years 6-12 in three high schools. Indigenous students are involved in many of the programs, such as:

- Creating Real Employment Skills through Training (CREST) (25-33 per cent Indigenous student enrolment). The program caters for students at risk of not gaining a basic high school education. Full School Certificate credentials are available for student exiting at Year 10. The program has academic, social and vocational components, and relies heavily on multi-media delivery. Students work at their own pace through individualised programs that are essentially competency based. Between 1995 and 1997, 79 at-risk students were successful in CREST.
- VEGAS (100 per cent Indigenous student enrolment) comprises motivation programs with vocational, educational, social and cultural goals. The programs have been developed after consultation with Indigenous elders, community members and schools in the North Coast area.

- TRAC (25 per cent Indigenous student enrolment), a program which provides dual accredited training in retail, office, hospitality and automotive areas. This was first offered in 1993, along with Work Studies, a New South Wales, a Content Endorsed Course HSC course. From 1993-97 367 school students and long term unemployed gained employment from these programs. In 1998, 715 students are enrolled in the programs.
- Health Care Course (90 per cent Indigenous student enrolment), a Board Endorsed Course which targets Indigenous students in Years 10-12. It is taught on site at the Booroongen Djugun Aboriginal Aged Care Hostel. This is its first year in operation.
- Koori Career Expo, planned for June 1998. It will take the form of a Koori Career Market for 400 students and with 100 employers.
- Workplace Supervisor Skill Challenge is a pilot program planned for 1998 to provide ongoing accredited training for school students and workplace supervisors. The Centre will work with the Hunter Valley Training Company and Workskill Australia to develop the Challenge. If successful, the pilot will become an open Workplace Supervisor Skill Challenge regionally and nationally.

The Centre's TRAC and CREST programs have received national and international recognition and awards.

The organisation is in the process of establishing a research project which will include the outcomes for VEGAS, in its second year, as well as the blend of VET courses working together as a integrated package from Year 6 to 12.

McDonald (1997) *The Gulf Schools Strategy*

McDonald, a field officer in Queensland for the Australian Student Traineeship Foundation, developed the Strategy for implementation in 1998-99, working with the communities of Doomadgee, Mornington Island and Normanton.

The aim was to develop a strategy that:

- enhances the interface between the three schools in the Gulf and the developments at Pasminco Century Project;
- ensures the strategic use of the substantial education and industry resources that are available for the benefit of students, youth, school, community and industry;
- addresses issues of change in the schools to enable the use of the emerging social and economic opportunities that result from the mining developments and future industry developments. (p. 2)

The urgency of the need for the Strategy was underlined by the retention statistics for Indigenous students in the schools (50 per cent from primary to secondary school, and 10 per cent from Year 10 to Year 11) and an absenteeism rate of 75 per cent at Years 8-10 at various times of the year.

McDonald based the formulation of the Strategy on extensive consultations with the schools and their communities, and identified a number of issues to be addressed in future action, including the following:

- Currently, co-ordination of training to meet industry, enterprise and community needs is very limited. The identification of key leaders is a critical issue in terms of providing the focus at the community level.
- Awareness of the potential of schools and industry to work together to service career and training pathways is limited. The community will need assistance to map these pathways and training opportunities.
- The models of career pathways that students currently experience in the adult and youth community are very limited and that is likely to be the basis of their future career pathway unless a progression of training is identified and introduced.
- The application of funds alone will not change the opportunities in these communities unless leadership and ownership emerge to link learning to emerging pathways that will provide employment and enterprise development.
- A whole of community approach needs to be considered for the use of the limited resources so that the community benefits from the range of facilities available and that the traditional segmentation and duplication of government service providers and facilities is overcome. (p. 10)

Recommendations were made that related to the issues, and a reference group has met to develop a strategic approach to implementation. The group includes school principals, industry representatives, Community representatives, and DEETYA. The project is still in the process of being implemented and is included here as a model in terms of strategies for implementation.

In the Action Plan that has just been developed, the issue of data collection across schools regarding attendance, retention, literacy and numeracy has been addressed as well as the issue of a student profile/passport that documents the ongoing progress and experiences of students in school and in the workplace. The identification of training pathways is a priority in the mining, hospitality, and rural industries, as is the ability to have skilled and permanent staff in schools and industry who understand the issues in relation to the articulation of training in schools and industry.

In 1997, a number of students at Doomadgee completed part of an AQF level 1 course at Katherine TAFE and are involved in industry placement. A number of post compulsory students at Mornington Island increased participation at school through a work readiness program that involved some paid part time work.

Fitzsimons (1996) *Alice Springs Open Learning Partnership*

The Open Learning Partnership began operation in 1992 as an attempt to counter the attrition of students during Year 11. The majority of these students were Indigenous. Initially, the Partnership involved a three-way link between Alice Springs High School, the Central Australian Group Training Company (the link with industry), and Centralian College (the training provider). Key features of the program developed were: a stress on students being literate, numerate and technate; flexible teaching strategies based on a contractual model and a teacher/facilitator working with small groups and individuals; and the introduction of mentors drawn from the outside community.

The Industry/Education Liaison Officer contacted two hundred employers and civic and industrial personnel to assist students in being realistic about their career aspirations and plans, and in becoming 'work ready'. The Partnership offered 240 hours a year On the Job, complemented by 120 hours Off the Job. Each student had an Individual Training Plan, devised with input from student, parents and employers. From 1993-95, 160 students entered the partnership and 145 were retained in the education and training system, some of these in part time employment - the rest either moved interstate or took on parenthood duties.

Since then the program has expanded to include urban and remote students from Central Australia, and networks have been established with the Northern Territory Correspondence School, Alice Springs School of the Air, and urban educational institutions.

The success of this initiative with Indigenous students can be attributed to the focus on:

- establishment of a close relationship between the Partnership personnel and students' families;
- accredited NTCE and TAFE courses - both students and parents expressed a strong aversion to 'mickey mouse' courses;
- flexible teaching strategies, the use of negotiation, emphasis on a student directed learning environment where potentially destructive pressure situations have been avoided; and
- integral involvement of Indigenous organisations in the On the Job and Off the Job components of the program.

Ah Chee, D. (1997) ***Good Practice means self-determination. A case study from central Australia.***

One of the courses offered at the Institute for Aboriginal Development (IAD) and described as an example of best practice is an adaptation of the Victorian Certificate II in Australian Land Conservation and Restoration which is delivered on the outstations themselves.

The goal of the program was to enable participants to develop skills and knowledge as well as the opportunity for personal development and identity building and to achieve sustainable employment and environmental land practices. The appropriate custodians were employed as well as the other senior people including supervisors and interpreters. Exhaustive consultation and learning meetings were held and a flexible timetable developed. Transport was provided as well as resources, including written materials in plain English (there was no funding for vernacular literacy materials). All decision-making is done in accordance with community processes including course delivery, assessment, content, resources, standards responsibilities and obligations.

This course was identified as 'good practice' because it:

- is controlled and managed by the communities themselves;
- integrated with community development;
- produced outcomes which stayed in the communities;
- was consistent with the recommendations of the Royal Commission into Aboriginal Deaths in Custody;
- linked to employment opportunities in the communities;
- helped to build self confidence, self esteem and a strong Aboriginal identity;
- provided role models for others in the communities;
- helped reduce the death and destruction that is the daily reality for dispossessed Indigenous people;
- provided pathways to further study and to employment;
- was on-the-job, practical and relevant to people's needs;
- was a fully collaborative process.

Concluding Comment

The difference in the educational and vocational outcomes for Indigenous youth compared with non-Indigenous youth is well documented. The literature on pathways from school to work and further education contains information on strategies and programs which show promise for engagement and success among Indigenous Australians. There are well-researched recommendations on the directions that should be taken and the conditions that should apply to present and future programs for Indigenous young people. Education, training and labour market programs which are culturally sensitive and developed in consultation with Indigenous people appear to have widespread support.

In reviewing the literature it became apparent that:

- there is evidence of positive outcomes from programs for Indigenous students in terms of engagement in learning and personal and vocational development;
- quantitative outcomes data in terms of jobs obtained as a result of specific education or training programs is singularly lacking;
- access and participation data (quantitative and qualitative) are available;
- labour market outcomes data are absent in the literature.

To obtain these data, resources are needed to undertake follow-up evaluations (short and long term) to determine employment outcomes, cross-referenced to location and job availability for each program site.

Funding and operational arrangements for programs are not conducive to thorough evaluation. No sooner is one short term program completed than another is already under way, demanding all the time and energy of those involved in its operation. The Public Accounts Committee of the Legislative Assembly of the Northern Territory (1996) stated its conviction that 'it is not possible to evaluate short term education programs effectively' (p. 4). The program evaluations that came to the Committee contained information, easily and quickly obtainable, on the number of Indigenous people employed, the number of children receiving assistance, the resource provided, and funds spent according to approvals given - but changes to learning outcomes and transition to work or further education, involving a lengthier and more complex evaluation process, were not included in the evaluations.

In terms of crucial transition points for Indigenous youth, most of the literature surveyed for this review focused on school to work, and school to further education in VET or, to a lesser extent, in universities. There is a considerable amount of literature on the primary to secondary school transition, which could be the subject of a separate and interesting review on curriculum, classroom structure, and teaching and learning styles. Literature regarding the early years of education is also relevant in that factors such as the development of a 'school culture', support for school attendance and the development of English literacy skills in primary children provide a strong foundation for a successful introduction to, and experience of, secondary school. Although these issues relate to the development of young Indigenous students, they were considered to be too far removed from vocational preparation to warrant more than passing reference.

The increasing size of the Indigenous population which will result in an expanding working-age population over the next decade has led to forecasts of the unemployment rate for all Indigenous people increasing from 39 per cent to 47 per cent by the year 2006 (the non-Indigenous unemployment rate is currently 8.5 per cent). There is a need for increased employment opportunities just to maintain the status quo (Taylor and Altman, 1997). While CDEP projects currently account for a substantial proportion of Indigenous employment, there was little evidence in the literature that CDEP projects provided a viable pathway from school to full-time employment for Indigenous youth, especially in places where other training/employment opportunities exist.

While a considerable number of Indigenous youth complete VET courses, many are in pre-vocational and preparatory courses. There is a gap in the literature regarding the transition from preparatory courses to undertaking further education for qualifications. Another gap in the literature relates to transition from incarceration to work, unemployment or further study.

Some writers referred to the need for a 'seamless web' of transition through schooling, study, training and work. Evaluation strategies should mirror this image, focusing on ways that have proved successful in smoothing the transition paths of young Indigenous people (short term evaluations), as well as following individuals right along the paths they take (longitudinal studies).

SUMMARY OF THE STATISTICAL REPORT

Introduction

1. This report examines the participation of Indigenous youth in education and their subsequent educational attainment and labour market participation. It is based on data from the 1991 and 1996 Censuses. Census data are supplemented by information from other survey and administrative sources.

2. A table of results from the 1996 Census (the Summary Table) is presented in this section. It documents the differences in the educational and labour market experiences of Indigenous and non-Indigenous youth as each age group moves toward the transition from school to post-school activities. The table shows clearly that Indigenous Australians leave school earlier than non-Indigenous Australians and are less likely to proceed to tertiary education or to find full-time work. While it was not possible to bring educational and labour market data together in the table, the low levels of educational and labour market participation for Indigenous Australians imply that *for 20 to 24 year-old Indigenous Australians at least a third of males and a half of females are either unemployed or not in the labour force and not studying*.

3. This report elaborates on the disadvantage shown in the summary table by examining its variation between males and females and between States and regions. Recent changes in the level of disadvantage are also investigated.

Schooling

4. The National Schools Statistical Collection showed that *Year 12 retention rates for Indigenous students were less than half the rates of non-Indigenous students*. In 1997, 30.9% of Indigenous students remained at school until Year 12 compared with 72.8% for non-Indigenous students. Nationally, there was *little sign of improvement in Year 12 retention for Indigenous students*, either absolutely or compared with the Year 12 retention rates of non-Indigenous students. The lower Year 12 retention rates of Indigenous students were the cumulative result of lower student retention across all years of secondary schooling.

5. The 1996 Census shows that *the school participation of Indigenous Australians aged 15 to 19 years was about a third lower than for non-Indigenous Australians*. The school participation rates for Indigenous and non-Indigenous Australians were 32.5% and 50.1% for males and 34.7% and 52.3% for females respectively.

6. School participation rates increased for 15 to 19 year-old Indigenous Australians between the 1991 and 1996 Censuses, but the rate of increase was a little less than the corresponding increase in school participation for non-Indigenous Australians. *In 1996 the school participation rate of Indigenous Australians compared with non-Indigenous Australians was slightly lower than in 1991.*

SUMMARY TABLE

Educational Participation and Attainment (%)

Age	Primary or Secondary School		Tertiary Education		Any Educational Institution		Post-school Qualifications		Age
	Indig.	*Non-Ind.*	*Indig.*	*Non-Ind.*	*Indig.*	*Non-Ind.*	*Indig.*	*Non-Ind.*	
14	99.4	99.7	0.0	0.0	100.0	100.0	0.0	0.0	*14*
15	73.3	93.6	2.3	0.9	76.1	95.0	0.2	0.2	*15*
16	49.6	81.1	6.3	4.5	56.8	86.2	0.8	0.7	*16*
17	29.6	63.2	9.3	11.4	39.9	75.4	1.5	1.9	*17*
18	8.6	16.1	14.4	38.7	24.0	56.4	3.2	4.4	*18*
19	2.5	3.1	13.3	43.4	16.8	48.0	5.6	8.9	*19*
20-24	0.5	0.5	9.9	25.8	11.2	27.7	12.4	34.1	*20-24*

Labour Market Participation (%) - Males

Age	Full-time Employment		Any Employment		Unemployed		Not in the Labour Force		Age
	Indig.	*Non-Ind.*	*Indig.*	*Non-Ind.*	*Indig.*	*Non-Ind.*	*Indig.*	*Non-Ind.*	
15	5.1	9.5	11.4	19.1	10.0	8.6	78.5	72.3	*15*
16	12.3	28.0	29.5	44.5	23.1	18.5	47.4	37.0	*16*
17	17.4	37.6	38.9	56.8	24.3	17.2	36.8	26.0	*17*
18	23.7	35.9	45.8	59.5	25.1	16.2	29.2	24.3	*18*
19	26.1	39.4	47.5	63.3	24.0	15.0	28.5	21.7	*19*
20-24	30.9	54.2	52.0	72.5	22.6	12.9	25.5	14.6	*20-24*

Labour Market Participation (%) - Females

Age	Full-time Employment		Any Employment		Unemployed		Not in the Labour Force		Age
	Indig.	*Non-Ind.*	*Indig.*	*Non-Ind.*	*Indig.*	*Non-Ind.*	*Indig.*	*Non-Ind.*	
15	2.8	5.1	10.9	18.2	10.5	8.2	78.6	73.6	*15*
16	7.0	16.2	21.3	40.0	21.3	18.2	57.4	41.8	*16*
17	12.7	21.9	31.5	51.2	20.3	16.6	48.2	32.2	*17*
18	14.9	20.9	35.2	56.4	18.8	14.5	46.0	29.1	*18*
19	15.2	25.2	34.1	59.9	17.9	13.0	48.0	27.1	*19*
20-24	19.2	42.0	37.1	67.4	12.2	9.1	50.7	23.5	*20-24*

See *Notes to Tables*

Post-school Education

7. The 1996 Census shows that *Indigenous 15 to 19 year-olds participated in tertiary education at less than half the rate of non-Indigenous Australians.* The participation rates in tertiary education for Indigenous and non-Indigenous Australians were 8.4% and 19.3% for males and 9.6% and 20.6% for females respectively.

8. For 15 to 19 year-olds, participation rates in tertiary education for male Indigenous Australians declined between the 1991 and 1996 Censuses (from 8.6% to 8.4%) but increased for female Indigenous Australians (from 9.1% to 9.6%). There was, however, a proportionately greater decline for male non-Indigenous Australians and a greater increased for female non-Indigenous Australians. *Compared with 1991, in 1996 the difference in participation in tertiary education between male Indigenous and non-Indigenous Australians had declined marginally while the difference for female Indigenous and non-Indigenous Australians had increased slightly.*

9. *Indigenous youth were only marginally less likely to participate in Vocational Education and Training (VET) in 1996 than were non-Indigenous youth.* Indigenous youth were more likely than non-Indigenous youth to use VET as an alternative to schooling and were *over-represented in courses at the lower-end of the skills profile.*

10. *The participation of Indigenous 15 to 19 year-olds in higher education in 1996 (2.6%) was substantially lower than for non-Indigenous Australians (10.8%).* Indigenous Australians were more likely to be enrolled in enabling courses and less likely to be enrolled in degree courses than non-Indigenous Australians. Indigenous Australians were also less likely to continue with their course.

Educational Attainments

11. The average age of leaving school for 20 to 24 year-old Indigenous Australians increased by 0.3 years between the 1991 and 1996 Censuses. At the same time the average age of leaving school for non-Indigenous Australians increased by only 0.2 years. *The difference in school participation between Indigenous and non-Indigenous Australians declined during the mid 1980s to the early 1990s.*

12. *Non-Indigenous 20 to 24 year-olds are about three times more likely than Indigenous 20 to 24 year-olds to have a post-school qualification.* For 20 to 24 year-olds in 1996, 11.7% of Indigenous Australians had a post-secondary qualification compared with 32.4% of non-Indigenous Australians. Some 29.2% of Indigenous 20 to 24 year-olds had left school at or before age 15 and had no post-secondary qualifications compared with 9.3% of non-Indigenous 20 to 24 year-olds.

13. *Between the 1991 and 1996 Censuses the percentage of Indigenous 20-24 year-olds with a post-school qualification increased.* For Indigenous Australians, 8.1% had a post-secondary qualification in 1991 compared with 11.7% in 1996. The relative improvement was greater for the non-Indigenous population and hence *the gap in post-school qualifications between Indigenous and non-Indigenous Australians narrowed between 1991 and 1996.*

14. *The percentage of Indigenous 20-24 year-olds who had left school at age 15 or earlier and had no post-school qualification declined from 36.1% in 1991 to 29.2% in 1996.* The corresponding decline for the non-Indigenous population was proportionately greater and hence *the gap between Indigenous and non-Indigenous 20 to 24 year-olds widened at the lower end of educational attainment.*

15. The educational attainment profile of 20 to 24 year-old Indigenous Australians improved between the 1991 and 1996 Censuses. Despite inconsistencies in these changes, *there were indications of a slight reduction in the difference in educational attainment between Indigenous and non-Indigenous 20-24 year-olds from 1991 to 1996.*

Employment

16. The 1996 Census showed that *for male 20 to 24 year-olds the percentage of Indigenous Australians in full-time employment (31.4%) was substantially lower than for the non-Indigenous Australians (54.6%). The gap was even larger for females* -- the corresponding values were 19.8% and 42.3%.

17. *Between the 1991 and 1996 Censuses the percentage of the 20 to 24 year-old Indigenous population in full-time employment increased from 28.3% to 31.4% for males and from 17.3% to 19.8% for females.* The corresponding values for the non-Indigenous population declined during this period (possibly associated with further increases in educational participation) and hence *there has been both an absolute and relative improvement in the extent of participation of Indigenous youth in full-time employment.*

Educational Attainment and Employment

18. *Higher levels of educational attainment are associated with higher levels of employment for Indigenous 20 to 24 year-olds.* The difference between the levels of employment of Indigenous and non-Indigenous 20 to 24 year-olds also declines with higher levels of educational attainment -- although differences remain for all attainments.

19. The relationship between educational attainment and employment is somewhat larger in capital cities than in other urban areas, and in other urban areas than in rural areas. The Community Development Employment Projects (CDEP) scheme, which is a substantial source of employment in rural areas, may act to reduce the employment outcomes associated with post-compulsory schooling and further education in rural areas.

20. The proportion of Indigenous persons in full-time employment (the full-time employment ratio) increases almost uniformly across categories of educational attainment. *Differences between the full-time employment of Indigenous and non-Indigenous Australians continue to be greatest for the lower levels of educational attainment and least for those with higher educational attainments.*

Discussion

21. At nearly every stage, Indigenous youth experience substantial disadvantage in terms of their participation in education, their attainment of educational qualifications, and their participation in the labour market. In most instances, this disadvantage is substantial.

22. *There is considerable variation in the extent of the differences between Indigenous and non-Indigenous youth* for males and females *in the different States and regions and even* between Indigenous and non-Indigenous young *people with the same level of educational attainment.* Only rarely do the disadvantages disappear.

23. *Participation rates tell only part of the story* -- they do not deal with the quality of schooling, training or higher education in which Indigenous youth participate. Where such information is available, it points to further disadvantages in the types of courses in which Indigenous young people enrol and in the outcomes of those courses -- both in terms of educational attainments and labour market participation. In the report a number of instances are identified where participation rates are likely to under-estimate the disadvantages of Indigenous youth.

24. Results are presented which show that *higher educational attainments are associated with improved labour market outcomes for Indigenous youth.* Importantly, however, further *results often show poorer labour market outcomes for Indigenous than non-Indigenous youth, even when they have the same level of educational attainment and live in the same region.* These results indicate that *improved educational outcomes alone are not sufficient to remove the inequalities experienced by Indigenous Australians.* While not addressed by results in this report, other factors responsible for persisting disadvantages include poorer levels of health and discrimination, among others.

25. *Examination of changes in educational and labour market participation in this report are restricted to comparisons over relatively few years* -- mostly between the 1991 and 1996 Censuses. Such comparisons are problematic because of a possible increase in the extent to which persons were willing to identify themselves as Indigenous and the results often equivocal in any case. There are some positive signs such as the improvement in employment levels for Indigenous Australians and the narrowing of the employment gap between Indigenous and non-Indigenous 20-24 year-olds. Equally, however, there are signs of no change or marginal increases in disadvantage in other measures. These results support the observation that the situation of Indigenous youth is one of generational transmission of inequality and that it is unlikely that any substantial improvements could be observed in a five year period.

26. *The lower levels of educational and labour market participation observed for Indigenous youth continue despite government and institutional policies and programs designed to improved outcomes* -- programs such as ABSTUDY, special entry programs in TAFE and universities, and the CDEP scheme. Were it not for these programs, it would be reasonable to expect the level of disadvantage experienced by Indigenous youth to be substantially greater than it is. That is not to say that such programs may not have unintended consequences. Evidence is presented which suggests that CDEP, particularly in rural areas, may reduce the incentive for young people to continue their schooling.

INTRODUCTION

This report presents information about the transition of young Indigenous Australians from school to further education and work. Results are presented for:

- school retention;
- educational participation;
- educational attainments; and
- labour market participation.

Comparisons are made, where possible, between the experiences of Indigenous and non-Indigenous Australians. National, State and regional estimates are also provided.

The core of the evidence presented in this report is drawn from the 1996 Census. Results from the 1991 Census are presented in order to provide information about changes in the transition from school to work. These results are supplemented from administrative data collections from the education sectors -- the National Schools Statistical Collection (NSSC), the Vocational Education and Training Statistics Collection, and the Higher Education Student Data Collection. Additional results are presented from the 1994 National Aboriginal and Torres Strait Islander Survey (NATSIS) and DEETYA's post program monitoring collection.

The Analyses

In many of the sections presented in this report it is possible to provide four types of analyses -- each with its own value:

- *Comparisons within the Indigenous population,* which examine differences between males and females, between States and regions. Variation in outcomes between these categories can suggest areas for further investigation. If, for instance, the higher apparent Year 12 retention rate for Indigenous students in Queensland could be linked to policies on schooling and curriculum, this might suggest changes which could be introduced to improve Year 12 retention in other States.
- *Comparisons between the Indigenous and non-Indigenous populations.* These comparisons provide a benchmark against which educational and labour market outcomes for Indigenous youth can be measured. Comparisons among categories can also strengthen interpretations. Indigenous youth, for instance, have lower employment rates than non-Indigenous youth. If these differences persist for males and females from the same State and region and with the same levels of education, then the differences cannot be attributed to State, region or education.

- *Trends over time for Indigenous youth.* It is important to know whether educational and labour market outcomes for Indigenous youth are improving or not and if they are improving in some areas rather than others. For instance, the proportion of male Indigenous 20 to 24 year-olds in full-time employment increased between 1991 and 1996 in Australia, but not in the Northern Territory. Changes in policy and program implementation may follow from such an observation.

- *Changes in the gap between Indigenous and non-Indigenous youth.* This is the fundamental question of equity -- whether relative outcomes are improving and whether the gap between Indigenous and non-Indigenous Australians is closing. Outcomes for Indigenous youth may improve or worsen because of broader factors such as the overall level of economic activity. Non-Indigenous youth will also be affected by such factors. Comparisons between Indigenous and non-Indigenous youth allow these broader changes to be taken into account -- although not necessarily completely. Indigenous and non-Indigenous youth may not be affected uniformly by changes in economic activity. It is likely that Indigenous youth will benefit disproportionately by increased economic activity and suffer disproportionately from reduced economic activity.

Measuring Indigenous Status

There are several issues associated with records of whether an individual is an Indigenous Australian that affect the results in this report:

Indigenous Australians are a small percentage of the total population

Indigenous Australians are 2.1% of the total population and 2.6% of the 15 to 19 year-old population. This means that Census and administrative collections provide the relatively few reliable sources of information. Sample surveys of the population tend to contain responses from too few Indigenous Australians to provide the basis for reliable estimates of educational or labour force participation.

Even in collections based on population counts, the number of persons recorded as Indigenous may still be small. Detailed classification by State, region, sex and educational or employment activities often results in very small numbers and imposes a limit on the extent of analysis that can be undertaken. Smaller numbers of persons usually lead to greater instability in estimates from year to year.

Errors in recorded Indigenous status

There can be errors in administrative records. Some errors are likely to lead to under-enumeration of Indigenous persons. Informants such as school principals or teachers may not always be in a position to know whether students are Indigenous or not. Concern about discrimination may also result in individuals not identifying themselves as Indigenous. There is evidence of some under-enumeration in the schools collection, for instance.

Errors in measurement may also lead to over-enumeration of Indigenous Australians. Typically a proportion of Australians who were born overseas will incorrectly respond *Yes* to questions such as *Are you an Aboriginal or Torres Strait Islander?* because they misunderstand the question. In particular, the word *Islander* seems to evoke a positive response from some migrant groups.

Investigations associated with the 1996 Census suggested that 15.5% of persons (n=227) who indicated that they were Indigenous in the Census indicated that they were not Indigenous in an interview some three weeks after completing the Census. Conversely, some 84 individuals who were recorded as non-Indigenous in the Census self-defined as Indigenous three weeks later.

While some of this difference may be associated with the difference between self-enumeration (the Census) and interview (the Post Enumeration Survey), it points to a level of unreliability in the data. This is not unique in survey research, but might be expected to be higher than usual for Indigenous status given the emotional content of the question for some people. *The implication to be drawn from the level of error in measurement of Indigenous status is that any results for Indigenous and non-Indigenous Australians are likely to under-estimate the difference.*

The willingness of individuals to identify themselves as Indigenous is a particular problem for comparisons between the 1991 and 1996 Censuses. A review of results from the 1996 Census concluded that 'The difference between the 1991 and 1996 Census counts of Indigenous persons . . . was significantly larger than expected' and attributed this, in part, to 'a large increase in the propensity to indicate Indigenous origin on census forms between the two censuses' (ABS, 1998: 30).

While this is doubtless a problem for producing precise estimates of Indigenous educational and labour market participation, it may not be a large problem. The Indigenous population grew by 11.8% between 1991 and 1996 or, as a percentage of the total population, by a tenth of a percentage point between the Censuses from 2.0% in 1991 to 2.1% in 1996 -- about five per cent more than the total population. Some of this increase can be attributed to the greater natural population growth rate of Indigenous Australians (a real increase), some to issues of improved coverage of the Indigenous population (an artefact of Census methodology) and some to changes in willingness to identify. The aggregate change is not large.

The concern in this report, however, is the extent to which comparisons of educational and labour market participation between 1991 and 1996 may be affected by any greater tendency to identify as Indigenous -- that is, whether 1991 and 1996 comparisons are of like-with-like. Measures of educational and labour force participation will only be affected if that group of persons who identified as Indigenous in 1996 but not in 1991 differs systematically in important regards from those persons who identified as Indigenous in both Censuses (ignoring those whose recorded identification shifted from Indigenous to non-Indigenous). Given the relatively small size of this group, any systematic difference would have to be very large to alter estimates to any great extent. It is not possible, however, from the information to hand, or possibly in principle, to determine the characteristics of persons who identified themselves as Indigenous in the 1996 Census but not in the 1991 Census. The apparent change in the propensity to indicate Indigenous origin on census forms therefore remains an important caveat on comparisons between the 1991 and 1996 Censuses.

Between 1991 and 1996 there has been a shift in the distribution of the Indigenous population away from rural areas and towards capital cities. Because of the often very different outcomes between geographic regions, change in population distribution makes the interpretation of changes between the 1991 and 1996 Censuses more difficult. There are instances in the tables in this report where a net positive (or negative) relative change in an outcome for the Indigenous population occurs at the same time as a negative (or positive) change within the three geographic regions routinely identified in this report. Within-region comparisons are therefore preferable when making comparisons between outcomes from the 1991 and 1996 Censuses.

Missing responses

A proportion of individuals in the various data sources used in this report do not provide information on whether or not they are Indigenous Australians. The size of this group is often larger than the number of persons who identify themselves as Indigenous. The extent to which the group for which information is unavailable includes Indigenous Australians is difficult to determine. Unless some allowance is made for this missing information, however, there will be underestimation of the extent to which Indigenous (and non-Indigenous) Australians participate in education and the labour force.

The issue is whether these individuals are any more or less likely to be Indigenous. An important point to make about these individuals is that in relatively few cases is information missing only for Indigenous status. Rarely are we talking about a person who is singularly sensitive to questions about their Indigenous background. Rather, these are individuals who are unable or unwilling, or not sufficiently interested, to complete a Census form or an enrolment record. This makes it more difficult to impute missing information. It is possible, however, that the propensity to provide information is positively related to education, in which case Indigenous Australians would be slightly over-represented within this group. This proposition, however, is not supported by results from the ABS Post Enumeration Survey.

The approach taken in this report is to remove persons from the analyses for whom information is unavailable. This is equivalent to assuming that the distribution of characteristics for those for whom information is unavailable is similar to the distribution of those for whom the information is known. While this is standard practice in survey analysis, it introduces a further caveat on the interpretation of some of the results presented in this report.

DEMOGRAPHIC CHARACTERISTICS

Table 1 presents values from the 1996 Census that show the geographical distribution of the Indigenous and non-Indigenous populations by State and by region (capital city, other urban centres of 1,000 persons or more persons, and rural localities with fewer than 1,000 persons) within State. The distributions are shown for both the full population and for the 15 to 19 year-old population. This report presents many results for these categories -- as well as by sex. There is, however, relatively little difference in the geographical distribution of males and females and hence separate values are not shown in Table 1.

The values shown in Table 1 are not the same as those presented in *Experimental Estimates of the Aboriginal and Torres Strait Islander Population* (ABS, 1998). Table 1 is based on counts of individuals rather than estimates. It omits individuals who did not answer the 1996 Census question on Indigenous background:

14. Is the person of Aboriginal or Torres Strait Islander origin?

. For persons of both Aboriginal and Torres Strait Islander origin, mark both 'yes' boxes.

☐ **No**

☐ **Yes, Aboriginal**

☐ **Yes, Torres Strait Islander**

The experimental estimates include adjustments for non-response to the Aboriginal or Torres Strait Islander question, and for persons recorded as Indigenous whose parents were born overseas, net census undercount, and adjustments based on registered Indigenous births. The published estimates should be used in preference to the values presented in Table 1.

The values presented in Table 1 do, however, offer some advantages. First, Table 1 contains a regional breakdown of Indigenous and non-Indigenous populations that is not available from the published estimates. Second, Table 1 is consistent with other tables presented in this report that are also based on census counts.

Much of the focus of this report is on comparisons of the educational and labour market participation of Indigenous and non-Indigenous Australians. Comparisons of like with like are not easily obtained in survey research (or, by extension, in the analysis of Census returns or administrative records). Education and labour market opportunities vary between States and, within States, by region. The use of extensive classification by State and region (and sex and age) in many of the tables in this report is directed towards obtaining fairer comparisons between Indigenous and non-Indigenous outcomes.

State and Region

The geographical distributions of Indigenous and non-Indigenous Australians differ substantially between States. The majority of Indigenous Australians live in New South Wales (28.7%) and Queensland (27.1%). Indigenous Australians comprise 2.1% of the total population, but this fraction is higher in the Northern Territory (25.8%), Western Australia (3.1%), Tasmania (3.1%) and Queensland

(3.0%). Conversely, the Indigenous population is under-represented in the remaining States.

Like the overall Australian population, the overwhelming majority of Indigenous Australians live in either capital cities (26.2%) or in other urban areas (62.9%). Given that observation, however, Indigenous Australians are still more likely to live outside capital cities than other Australians. They are about four and a half times more likely to live in rural areas (10.9% of the Indigenous population compared with 2.4% of the non-Indigenous population) and one and a half times more likely to live in other urban areas (62.9% of the Indigenous population and 41.0% of the non-Indigenous population).

Indigenous Australians are more likely than other Australians to live in rural and other urban areas in all States (excepting perhaps the ACT). This extent of this regional difference, however, is not the same for all States. In the Northern Territory, for instance, members of the Indigenous population are nearly nine times more likely to live in rural areas than the non-Indigenous population (27.5% compared with 3.0%). In Tasmania and Victoria, however, the regional distribution of Indigenous Australians more closely resembles that of the overall population.

Age

Table 1 also shows the State and regional distributions of 15 to 19 year-old Indigenous and non-Indigenous Australians. These values are shown separately for two reasons. First, 15 to 19 year-olds are a particular focus of the report and many tables present results for this group. Second, the values in Table 1 emphasise the difference between the age structures of the two populations.

Although the Indigenous population is only 2.1% of the total population, some 2.6% of 15 to 19 year-olds are of Aboriginal or Torres Strait Islander origin. While this may not appear a great difference in absolute terms, it is a large relative difference -- the Indigenous population is substantially younger than the non-Indigenous population. The median age of Australia's Indigenous population is 20.1 years, or some 14 years younger than for the overall population (ABS, 1998:4).

There are several consequences of the difference in age structure for the results presented in this report. First, the relative size of the Indigenous population is slightly larger for the 15 to 19 year-old (and by extension for the 20 to 24 year-old) group than is suggested by values for the overall population. The benchmark value for equitable participation in various forms of education or labour market participation is about 2.6% rather than 2.1% -- if Indigenous Australians comprise 2.6% of the population of students in Year 12, or of 15 to 19 year-olds in vocational education and training or higher education, then they will be participating at a level consistent with their representation in the overall population.

Second, the difference in age structure between Indigenous and non-Indigenous Australians means that overall comparisons of the educational or labour market participation of Indigenous and non-Indigenous Australians are meaningless.

Participation in study or work is closely related to age and only age-specific participation rates are meaningful when comparing the two populations.

Third, although the regional distribution of 15 to 19 year-old Indigenous Australians is fairly similar to that for the Indigenous population as a whole, their regional location is substantially different compared with 15 to 19 year-old non-Indigenous Australians. This is because the 15 to 19 year-old non-Indigenous Australians are more likely to live in capital cities (63.1%) than the overall non-Indigenous population (56.6%). Hence the 15 to 19 year-old Indigenous population is even more rural compared with the 15 to 19 year-old non-Indigenous population than is suggested by comparisons between the overall populations.

Table 1 **Population Counts ('000s) for Indigenous and Non-Indigenous Australians, by State and Region, 1996**

	All persons					15-19 years				
	Popn Count		% of Popn		% of Area	Popn Count		% of Popn		% of Area
Indigenous . . .	Indig.	Not	Indig.	Not	Indig.	Indig.	Not	Indig	Not	Indig.
Australia	**353.3**	**16874.2**	**100.0**	**100.0**	**2.1**	**33.1**	**1254.5**	**100.0**	**100.0**	**2.6**
Cap. City	92.6	9542.1	26.2	56.5	1.0	9.4	791.1	28.5	63.1	1.2
Other urban	222.2	6925.8	62.9	41.0	3.1	20.0	443.8	60.4	35.4	4.3
Rural	38.5	406.3	10.9	2.4	8.7	3.7	19.7	11.1	1.6	15.8
NSW	**101.6**	**5716.8**	**28.7**	**33.9**	**1.7**	**9.1**	**415.4**	**27.4**	**33.1**	**2.1**
Sydney	28.7	3110.9	28.3	54.4	0.9	2.9	253.4	32.3	61.0	1.1
Other urban	67.1	2476.4	66.1	43.3	2.6	5.7	156.1	62.7	37.6	3.5
Rural	5.7	129.5	5.7	2.3	4.3	0.5	5.9	5.0	1.4	7.2
Vic.	**21.5**	**4203.3**	**6.1**	**24.9**	**0.5**	**2.0**	**318.0**	**6.0**	**25.4**	**0.6**
Melbourne	9.4	2755.4	43.6	65.6	0.3	1.0	228.6	48.7	71.9	0.4
Other Urban	11.7	1370.0	54.2	32.6	0.8	1.0	86.0	50.8	27.0	1.2
Rural	0.5	77.9	2.2	1.9	0.6	0.0	3.5	0.5	1.1	0.3
Qld	**95.6**	**3119.5**	**27.1**	**18.5**	**3.0**	**9.0**	**237.1**	**27.1**	**18.9**	**3.6**
Brisbane	19.2	1224.0	20.1	39.2	1.5	2.0	110.0	22.8	46.4	1.8
Other Urban	65.4	1806.9	68.5	57.9	3.5	5.9	122.7	65.6	51.7	4.6
Rural	10.9	88.7	11.4	2.8	11.0	1.0	4.5	11.7	1.9	18.8
SA	**20.4**	**1365.8**	**5.8**	**8.1**	**1.5**	**1.9**	**95.6**	**5.8**	**7.6**	**2.0**
Adelaide	9.1	940.8	44.5	68.9	1.0	0.9	72.9	47.9	76.2	1.3
Other Urban	10.5	385.4	51.5	28.2	2.7	0.9	21.1	47.9	22.0	4.2
Rural	0.8	39.6	4.0	2.9	2.0	0.1	1.7	4.2	1.8	4.5
WA	**50.8**	**1614.8**	**14.4**	**9.6**	**3.1**	**4.7**	**121.8**	**14.2**	**9.7**	**3.7**
Perth	14.9	1047.2	29.3	64.8	1.4	1.4	85.1	30.0	69.9	1.6
Other Urban	29.4	529.1	57.9	32.8	5.3	2.7	34.5	57.2	28.3	7.2
Rural	6.5	38.5	12.8	2.4	14.4	0.6	2.2	12.8	1.8	21.4
Tas.	**13.9**	**429.6**	**3.9**	**2.5**	**3.1**	**1.2**	**29.2**	**3.5**	**2.3**	**3.8**
Hobart	2.9	118.3	20.8	27.5	2.4	0.3	9.8	26.7	33.6	3.0
Other Urban	9.9	286.1	71.2	66.6	3.3	0.8	18.0	66.8	61.8	4.1
Rural	1.1	25.2	8.0	5.9	4.2	0.1	1.3	6.5	4.6	5.3
NT	46.3	133.4	13.1	0.8	25.8	5.0	10.9	15.0	0.9	31.3
Darwin	5.5	59.5	11.9	44.6	8.5	0.5	5.3	10.9	48.7	9.2
Other Urban	28.1	69.9	60.6	52.4	28.7	3.0	5.3	61.2	48.5	36.5
Rural	12.8	4.0	27.5	3.0	75.9	1.4	0.3	28.0	2.8	82.2
ACT	2.9	288.0	0.8	1.7	1.0	0.3	26.2	1.0	2.1	1.2

See *Notes to Tables*

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SCHOOL RETENTION

Participation in schooling is the fundamental educational experience that provides the skills for further education and work. Increasingly over the last two decades in Australia more students are completing all 12 years of schooling and the Year 12 certificate has changed from being a qualification obtained by a minority to a mass qualification. In the early 1970s less than a third of school students completed Year 12. By the early 1990s about three-quarters of students completed Year 12, although this growth had ceased by the mid-1990s. Lack of access to a Year 12 qualification is now a significant disadvantage.

Year 12 Retention

Apparent retention to Year 12 is frequently used as a proxy for Year 12 completion. The concept of retention is based on the apparent progress through school of a cohort of students. For instance, in Australia in 1993 there were 6,220 Indigenous students in Year 8, 5,569 in Year 9 in 1994, 4,626 in Year 10 in 1995, 2,855 in Year 11 in 1996 and 1,870 in Year 12 in 1997 (National Schools Collection, 1993-97). The apparent retention rate from Year 8 to Year 12 is (1870/6220*100=) 30.1%. The values in Table 2 are apparent secondary school retention rates. In States where secondary schooling begins in Year 8, Year 8 is used as a base and in States where secondary schooling begins in Year 7, that is used as the base.

Tables 2a, 2b and 2c show the apparent Year 12 retention rates of males, females and persons respectively for Indigenous and non-Indigenous Australians by State for the period 1990-97. These tables will be referred to collectively as Table 2. The information is drawn from the National Schools Statistical Collection (NSSC) which in turn is based on the administrative records of schools (mediated by relevant State authorities and DEETYA). Results presented in this section are based on these data. The retention rates are not really Year 12 completion -- they are based on participation in Year 12 in July or August of a given calendar year. There is probably some slight slippage between the reference date and the end of the school year (which is often only September or early October in Year 12).

These are *apparent* rates only because there is no guarantee that the students in Year 12 in a given year are the same students who were in Year 11 in the preceding year. There are several confounding factors that may affect the *substance* of Year 12 retention, including emigration and immigration (both into Australia and between States), death, repeating of school Years, and exit and re-entry to the school system. While the effects of some of these factors might be expected to cancel, they become evident when retention rates of greater than 100% are reported.

Retention rates for Indigenous and non-Indigenous students are also subject to the possibility of re-classification. The status of a student who was not counted as Indigenous in Year 10 might change in Year 11 as records are updated because of moving to a senior secondary college or to a high school from an area school or because of applying for ABSTUDY. Although there may be reclassification of students from Indigenous to non-Indigenous, there is some evidence in the apparent retention rates that there is under-enumeration of Indigenous students in the earlier years of secondary school. If this is the case, it means that apparent Year 12 retention rates for Indigenous students are biased upwards and over-estimate the extent to which Indigenous students complete Year 12.

Year 12 retention rates are based on population counts in the first grade of secondary schooling. Several consequences follow. Estimates of Year 12 retention will, all else equal, be slightly lower in those States in which secondary schooling begins in Year 7 because there will be an additional year for attrition. This raises the question of the extent to which students discontinue their schooling before Year 8. In total, the percentage is quite small for the population as a whole, but is likely to be larger for Indigenous students. This will lead to over-estimation of Year 12 retention for Indigenous students and under-estimation of the differences between Indigenous and non-Indigenous students.

More importantly, however, there are some students classified as *ungraded* who are outside the Year-level system. These students do not complete Year 12 and are not included as part of the initial cohort, but are nevertheless members of that cohort. This has a greater effect on the estimates of Year 12 completion for Indigenous students than for estimates of non-Indigenous students. Nationally these students are about 8% of the population of Indigenous secondary school students, but less than 1.5% of non-Indigenous secondary school students. The effect of these students on Year 12 retention estimates is particularly important in the Northern Territory where ungraded students are 46% of Indigenous students enrolled in secondary school. The importance of ungraded students is a little less than the percentages might suggest because these are for total enrolments in a given calendar year. Perhaps between a third and a half of this group belong to any given cohort. Nevertheless, the fact that apparent school retention rates exclude ungraded students means that these results over-estimate school retention and under-estimate the difference between Indigenous and non-Indigenous apparent retention rates.

The values in Table 2 can be used to address several issues:

- *The extent to which Indigenous Australians complete Year 12.* In 1997 the apparent Year 12 retention rate for Indigenous Australians was 30.9%. Year 12 retention was higher for females (35.5%) than for males (26.5%). The apparent Year 12 retention rate varied substantially among States. It was more than twice as high in Queensland (47.2%), Victoria (46.6%) and Tasmania (49.0)% as in the Northern Territory (9.4%), Western Australia (19.7%) and South Australia (19.5%). Differences between males and females also varied among the States. In the Northern Territory and South Australia, for example, retention rates for females were more than twice as high for males while there were smaller differences in New South Wales, Queensland and Tasmania.

- *The differences between Indigenous and non-Indigenous students.* Table 2 contains a line headed *Ratio* which facilitates the comparison of Indigenous and non-Indigenous Year 12 retention rates. It is the ratio of the apparent Year 12 retention rates of Indigenous and non-Indigenous students. A value of 100.0 would show that the Year 12 retention rates of Indigenous and non-Indigenous Australians were equal. The greater the difference, the closer the ratio is to zero.

In 1997 nationally the ratio of the Year 12 retention rates for Indigenous and non-Indigenous students was (30.9/72.8 * 100=) 42.4, which shows that the retention rate of Indigenous students was 42.4% of that of non-Indigenous students. This can be expressed alternatively by saying that non-Indigenous students stayed on to Year 12 at more than twice the rate of Indigenous students. The difference between female Indigenous and non-Indigenous students (a ratio of 45.0) was slightly less than for males (a ratio of 39.4).

Table 2a **Apparent Year 12 Retention Rates of Indigenous and Non-Indigenous Students by State 1990-1997: Males**

State		1997	1996	1995	1994	1993	1992	1991	1990
		%	%	%	%	%	%	%	%
Australia	*Indigenous*	26.5	26.3	28.4	30.9	—	—	—	—
	Non-Indigenous	67.2	65.2	67.6	70.5	—	—	—	—
	Ratio	*39.4*	*40.3*	*42.1*	*43.8*	—	—	—	—
NSW	*Indigenous*	28.2	29.5	32.0	32.4	29.3	27.1	21.9	17.4
	Non-Indigenous	62.6	58.5	64.5	66.0	66.9	64.6	57.2	52.6
	Ratio	*45.0*	*50.5*	*49.6*	*49.2*	*43.8*	*42.0*	*38.3*	*33.1*
Vic.	*Indigenous*	40.0	27.1	25.4	17.8	20.4	—	—	—
	Non-Indigenous	69.4	68.5	67.4	70.3	72.4	—	—	—
	Ratio	*57.6*	*39.6*	*37.7*	*25.3*	*28.3*	—	—	—
Qld	*Indigenous*	43.3	41.1	43.9	50.6	—	—	—	—
	Non-Indigenous	74.0	72.6	72.6	75.7	—	—	—	—
	Ratio	*58.5*	*56.7*	*60.5*	*66.9*	—	—	—	—
SA	*Indigenous*	12.1	18.0	14.8	33.1	33.1	30.3	25.3	21.0
	Non-Indigenous	62.2	63.5	67.3	78.3	83.7	90.3	79.6	67.7
	Ratio	*19.5*	*28.3*	*22.0*	*42.2*	*39.5*	*33.5*	*31.7*	*31.1*
WA	*Indigenous*	16.6	14.8	16.4	17.0	25.7	13.5	15.7	10.0
	Non-Indigenous	67.6	66.9	68.6	71.6	73.9	71.3	69.2	61.4
	Ratio	*24.5*	*22.2*	*23.9*	*23.8*	*34.8*	*18.9*	*22.8*	*16.3*
Tas.	*Indigenous*	47.3	31.0	55.4	28.7	34.6	37.3	17.6	19.8
	Non-Indigenous	54.3	49.8	57.4	56.2	57.2	60.2	49.9	39.4
	Ratio	*87.2*	*62.1*	*96.5*	*51.1*	*60.5*	*61.9*	*35.2*	*50.1*
NT	*Indigenous*	5.8	6.7	6.1	9.2	10.3	20.7	18.7	13.9
	Non-Indigenous	57.1	59.7	60.5	55.2	63.0	69.0	74.3	55.6
	Ratio	*10.2*	*11.2*	*10.0*	*16.7*	*16.3*	*30.0*	*25.2*	*24.9*
ACT	*Indigenous*	114.3	50.0	86.7	87.5	63.6	75.0	77.8	25.0
	Non-Indigenous	92.7	92.0	90.2	92.8	92.4	96.7	95.8	85.6
	Ratio	*123.2*	*54.3*	*96.1*	*94.2*	*68.9*	*77.5*	*81.2*	*29.2*

See *Notes to Tables*

The size of the differences between the Year 12 retention of Indigenous and non-Indigenous students differed between States. The relative differences were greatest in the Northern Territory, Western Australia and South Australia and least in Tasmania, Victoria and Queensland. With some small variation, these State differences held for both males and females.

- *Changes in Year 12 retention rates.* Table 2 presents results for Year 12 retention rates for the period 1990-97. Information was not available for the for Victoria for 1990-92 or for Queensland for 1990-93. Hence national estimates are not provided before 1994. It is difficult to detect national trends on the basis of values for only four years.

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Table 2b Apparent Year 12 Retention Rates of Indigenous and Non-Indigenous Students by State 1990-1997: Females

State		1997 %	1996 %	1995 %	1994 %	1993 %	1992 %	1991 %	1990 %
Australia	*Indigenous*	35.5	32.2	32.8	34.3	—	—	—	—
	Non-Indigenous	78.8	79.9	79.1	81.0	—	—	—	—
	Ratio	*45.0*	*40.4*	*41.5*	*42.3*	—	—	—	—
NSW	*Indigenous*	36.2	32.6	39.3	29.8	31.0	27.3	24.9	22.1
	Non-Indigenous	73.5	78.6	75.1	76.4	75.8	74.0	67.1	62.6
	Ratio	*49.3*	*41.5*	*52.3*	*39.0*	*40.9*	*38.8*	*37.0*	*35.3*
Vic.	*Indigenous*	52.1	43.6	37.8	39.8	37.9	—	—	—
	Non-Indigenous	83.9	82.8	83.4	85.1	86.6	—	—	—
	Ratio	*62.1*	*52.6*	*45.4*	*46.8*	*43.8*	—	—	—
Qld	*Indigenous*	50.9	50.6	45.6	55.8	—	—	—	—
	Non-Indigenous	84.6	83.3	83.0	84.0	—	—	—	—
	Ratio	*60.2*	*60.7*	*54.9*	*66.4*	—	—	—	—
SA	*Indigenous*	27.0	22.8	29.8	41.6	32.7	45.2	30.6	27.9
	Non-Indigenous	73.7	75.6	77.7	86.6	90.8	97.0	89.9	78.6
	Ratio	*36.6*	*30.2*	*38.4*	*48.0*	*36.0*	*46.6*	*34.1*	*35.5*
WA	*Indigenous*	23.2	17.1	19.6	18.5	21.4	21.2	21.7	15.3
	Non-Indigenous	80.6	79.8	79.0	80.5	81.9	79.5	77.8	72.1
	Ratio	*28.8*	*21.5*	*24.8*	*23.0*	*26.2*	*26.7*	*27.8*	*21.2*
Tas.	*Indigenous*	50.5	38.9	59.4	54.6	50.7	48.6	23.2	36.0
	Non-Indigenous	63.8	57.4	62.2	61.3	65.2	60.8	56.9	50.9
	Ratio	*79.2*	*67.7*	*95.5*	*89.0*	*77.8*	*80.0*	*40.7*	*70.7*
NT	*Indigenous*	13.7	10.7	7.6	12.3	10.4	19.7	19.3	13.6
	Non-Indigenous	61.0	58.1	64.3	62.3	68.4	75.8	76.5	66.6
	Ratio	*20.5*	*18.4*	*11.8*	*19.7*	*15.1*	*26.0*	*25.2*	*20.4*
ACT	*Indigenous*	70.6	68.8	100.0	50.0	133.3	166.7	40.0	12.5
	Non-Indigenous	91.5	91.0	92.1	94.0	96.2	97.7	95.6	88.7
	Ratio	*77.1*	*75.6*	*108.6*	*53.2*	*138.6*	*170.6*	*138.6*	*170.6*

See *Notes to Tables*

One of the features of Table 2 is the lack of consistency of the estimates for Indigenous students over time. New South Wales, for instance, has a (relatively) substantial increase in Year 12 retention of about 5 percentage points (about 16%) for 1995 -- and this seems to be almost entirely attributable to a 10 percentage point increase for females while the retention rate for males remained relatively unchanged. Again in South Australia retention rates fell by almost half in 1995 -- from 37.3% in 1994 to 22.3% in 1995 -- although it could be that this was associated with the introduction of the South Australian Certificate of Education. Similarly 1993 in Western Australia seemed to have an anomolously high Year 12 retention figure.

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Table 2c **Apparent Year 12 Retention Rates of Indigenous and Non-Indigenous Students by State 1990-1997: Persons**

State		1997	1996	1995	1994	1993	1992	1991	1990
		%	%	%	%	%	%	%	%
Australia	*Indigenous*	30.9	29.2	30.6	35.5	—	—	—	—
	Non-Indigenous	72.8	72.4	73.2	75.6	—	—	—	—
	Ratio	*42.4*	*40.3*	*41.8*	*43.0*	—	—	—	—
NSW	*Indigenous*	32.1	31.0	35.7	31.1	30.2	27.2	23.4	19.8
	Non-Indigenous	67.9	68.4	69.7	71.0	71.3	69.2	62.0	57.5
	Ratio	*47.3*	*45.3*	*51.2*	*43.7*	*42.4*	*39.3*	*37.7*	*34.4*
Vic.	*Indigenous*	46.6	35.2	31.8	28.3	28.6	—	—	—
	Non-Indigenous	76.4	75.5	75.1	77.5	79.3	—	—	—
	Ratio	*60.9*	*46.6*	*42.3*	*36.5*	*36.1*	—	—	—
Qld	*Indigenous*	47.2	45.6	44.8	53.1	—	—	—	—
	Non-Indigenous	79.1	77.8	77.7	79.8	—	—	—	—
	Ratio	*59.7*	*58.6*	*57.6*	*66.6*	—	—	—	—
SA	*Indigenous*	19.5	20.3	22.3	37.3	32.9	38.1	27.9	24.2
	Non-Indigenous	67.8	69.3	72.4	82.4	87.1	93.6	84.5	73.0
	Ratio	*28.8*	*29.3*	*30.9*	*45.3*	*37.7*	*40.7*	*33.0*	*33.2*
WA	*Indigenous*	19.7	16.0	18.0	17.7	23.7	17.2	18.6	12.5
	Non-Indigenous	74.0	73.2	73.6	75.9	77.8	75.3	73.4	66.6
	Ratio	*26.6*	*21.8*	*24.5*	*23.4*	*30.5*	*22.8*	*25.4*	*18.8*
Tas.	*Indigenous*	49.0	35.4	57.5	39.3	42.0	43.5	20.5	28.0
	Non-Indigenous	58.8	53.6	59.8	58.7	61.0	60.5	53.3	45.1
	Ratio	*83.2*	*66.1*	*96.1*	*66.9*	*68.9*	*71.9*	*38.5*	*62.0*
NT	*Indigenous*	9.4	8.5	6.8	10.7	10.3	20.2	19.0	13.7
	Non-Indigenous	54.5	58.9	62.4	58.6	65.6	72.3	75.4	61.0
	Ratio	*17.3*	*14.5*	*11.0*	*18.3*	*15.7*	*28.0*	*25.2*	*22.5*
ACT	*Indigenous*	90.3	58.3	92.0	63.6	88.2	105.6	57.9	20.0
	Non-Indigenous	91.6	91.5	91.1	93.4	94.3	97.2	95.7	87.1
	Ratio	*98.6*	*63.8*	*101.0*	*68.1*	*93.6*	*108.6*	*60.5*	*23.0*

See *Notes to Tables*

Given the considerable 'bounce' in these values, caution is required when looking for trends. Nevertheless, that is what is required in order to answer one of the big questions -- are Year 12 retention rates improving for Indigenous Australians? Given the national values in Table 2, the answer would probably be *We don't know*, because information on four years is not adequate to detect trends -- and 1994, the first year in the series, was only one year after the high point for Year 12 retention nationally.

Within some of the States there are slightly more encouraging patterns. In New South Wales, Victoria and Tasmania there are signs of an upward trend, while in Queensland, Western Australia, and South Australia it is difficult to detect any upward movement. In the Northern Territory there seems to be a distinct decline in Year 12 retention for Indigenous Australians.

- *Relative changes in Year 12 retention rates.* Year 12 retention rates for the population as a whole peaked in 1993 and then declined marginally until increasing slightly again in 1997. It is reasonable to expect that Year 12 retention rates for Indigenous students would be influenced to some extent by the same factors that produced these changes. The extent of any change in school retention for Indigenous students is likely to be difficult to determine against the background of broader changes.

  By considering the ratios between Indigenous and non-Indigenous Year 12 retention rates, however, it is possible, to some extent, to control for these other factors and to directly examine the Indigenous component of Year 12 retention rates. The focus is now on the difference between Indigenous and non-Indigenous rates. Unfortunately this approach makes little difference to the overall conclusion. The four years for which truly national figures are available are not consistent with any improvement in rates of Indigenous Year 12 retention. The longer time series of ratios for New South Wales is, however, somewhat consistent with a relative improvement in Indigenous Year 12 retention rates and so too, possibly, are the results for Tasmania. The briefer series for Victoria suggests a strong reduction in the level of disadvantage in Year 12 retention for Indigenous Australians. For the other States it is again difficult to discern any trend, although results for the Northern Territory suggest a decline in relative Year 12 retention.

Early School Leaving

Year 12 retention rates are the culmination of a series of year-level retention rates -- from Year 7 to Year 8, from Year 8 to Year 9, and so on. Given that Year 12 retention among Indigenous school students is less than half that of non-Indigenous students, it is worth investigating whether these lower rates are the result of some specific grade transition, or whether the lower Year 12 retention is the culmination of a series of lower Year-level to Year-level transitions.

Table 3a presents information on apparent retention rates for Years 9, 10, 11 and 12. The table is divided into two panels. Panel A consists of apparent retention rates commencing with Year 8 and then shows the apparent percentage of that group who are still at school in subsequent years. For instance, for Indigenous students as a whole, taking Year 8 as the starting point, 90.7% remain in Year 9, 76.4% remain in Year 10, 46.9% remain in Year 11 and 29.7% remain in Year 12. It is important to note that these values differ from those in Table 2 -- they are based on an average of enrolments in Year 8 in 1991 to 1993, in Year 9 in 1992 to 1994, and so on. Information for three years was used in order to provide more stable estimates.

Panel B takes the same approach, but looks at attrition (drop-out) rates between Year-levels. For instance, for Indigenous students nationally 9.3% of the Year 8 group were not in Year 9 in the subsequent calendar year, 15.7% of the Year 9 group were not in Year 10 in the subsequent calendar year, 38.6% of the Year 10 group were not in Year 11 in the subsequent calendar year and 36.8% of the Year 11 group were not in Year 12 in the subsequent calendar year. Panel A presents information on the stocks of students, Panel B presents information in the processes that produce those stocks.

Table 3a Apparent Year-level Retention and Attrition Rates of Indigenous and Non-Indigenous Australians by State, Average 1995-97

		Male				Female				Persons			
School Year...		*12*	*11*	*10*	*9*	*12*	*11*	*10*	*9*	*12*	*11*	*10*	*9*
		%	%	%	%	%	%	%	%	%	%	%	%
Panel A: Apparent school retention													
Aust.	*Indigenous*	26.6	43.4	73.3	88.1	32.9	50.6	79.7	93.4	29.7	46.9	76.4	90.7
	Non-Indig.	66.7	81.3	96.9	99.8	52.4	88.7	98.2	100.0	72.8	84.9	97.7	100.0
NSW	*Indigenous*	28.6	45.6	75.1	94.7	34.0	49.6	81.7	98.5	31.3	47.5	78.4	96.6
	Non-Indig.	61.8	75.4	96.3	99.6	50.3	83.6	97.1	99.8	68.6	79.6	96.8	99.8
Vic.	*Indigenous*	29.8	51.3	71.3	83.8	45.0	61.9	78.2	92.6	37.5	56.6	74.8	88.3
	Non-Indig.	68.5	84.7	95.0	99.1	83.2	92.4	97.4	99.5	75.7	88.4	96.2	99.3
Qld	*Indigenous*	42.8	57.5	84.1	92.4	49.0	64.4	89.1	96.8	45.8	60.9	86.5	94.6
	Non-Indig.	73.1	83.3	99.8	101.1	54.9	91.5	101.6	101.4	78.2	87.2	100.9	101.4
SA	*Indigenous*	14.9	36.5	64.9	87.3	26.7	54.9	76.4	91.1	20.8	45.6	70.6	89.2
	Non-Indig.	64.3	87.2	95.8	99.6	48.3	90.8	96.1	99.4	69.8	89.5	96.6	99.7
WA	*Indigenous*	16.0	41.5	81.0	92.9	20.0	46.0	86.1	94.2	17.9	43.7	83.5	93.6
	Non-Indig.	67.7	84.5	99.4	100.6	53.0	90.4	100.5	100.5	73.6	87.3	100.0	100.7
Tas.	*Indigenous*	35.1	49.3	111.6	112.6	41.5	66.4	120.1	117.0	38.4	58.1	116.0	114.8
	Non-Indig.	53.7	65.7	96.4	98.7	40.1	75.5	97.0	98.7	57.4	69.8	96.7	98.8
NT	*Indigenous*	6.2	14.4	37.8	61.4	10.7	21.5	42.4	72.7	8.3	17.8	40.0	66.7
	Non-Indig.	59.1	79.7	90.6	94.9	42.4	85.3	89.4	94.2	58.6	79.2	89.1	94.2
ACT	*Indigenous*	76.5	92.2	88.2	90.2	63.5	88.5	90.4	96.2	69.9	90.3	89.3	93.2
	Non-Indig	91.7	102.4	99.2	100.3	61.2	103.2	98.8	100.0	91.4	102.4	98.8	99.8
Panel B: School discontinuation rates													
Aust.	*Indigenous*	38.7	40.8	16.8	11.9	35.0	36.5	14.7	6.6	36.8	38.6	15.7	9.3
	Non-Indig.	17.9	16.1	2.9	0.2	10.7	9.9	1.6	-0.15	14.2	13.1	2.3	0.0
NSW	*Indigenous*	37.3	39.4	20.7	5.3	31.4	39.3	17.1	1.5	34.2	39.3	18.8	3.4
	Non-Indig.	18.0	21.7	3.3	0.4	9.9	13.7	2.7	0.00	13.8	17.8	3.0	0.2
Vic.	*Indigenous*	41.8	28.1	15.0	16.2	27.3	20.9	15.6	7.4	33.8	24.3	15.3	11.7
	Non-Indig.	19.1	10.9	4.2	0.9	10.0	5.1	2.1	0.49	14.4	8.1	3.2	0.7
Qld	*Indigenous*	25.6	31.6	9.0	7.6	23.9	27.7	8.0	3.2	24.7	29.6	8.5	5.4
	Non-Indig.	12.2	16.6	1.3	-1.1	8.5	10.6	-0.5	-1.64	10.3	13.6	0.4	-1.4
SA	*Indigenous*	59.2	43.7	25.7	12.7	51.3	28.2	16.1	8.9	54.5	35.4	20.9	10.8
	Non-Indig.	26.3	9.0	3.8	0.4	17.7	5.6	2.5	0.15	22.0	7.3	3.2	0.3
WA	*Indigenous*	61.6	48.7	12.8	7.1	56.6	46.6	8.6	5.8	59.0	47.6	10.7	6.4
	Non-Indig.	19.8	15.0	1.3	-0.6	11.5	10.4	0.1	-0.75	15.7	12.7	0.7	-0.7
Tas.	*Indigenous*	28.9	55.8	0.9	-12.6	37.4	44.8	-2.7	-17.0	33.9	49.9	-1.0	-14.8
	Non-Indig.	18.2	31.9	2.3	1.3	17.4	23.6	2.0	1.03	17.8	27.8	2.1	1.2
NT	*Indigenous*	57.2	61.9	38.5	38.6	50.2	49.3	41.6	27.3	53.2	55.6	40.1	33.3
	Non-Indig.	25.8	12.1	4.5	5.1	19.7	10.1	6.3	6.56	26.0	11.1	5.4	5.8
ACT	*Indigenous*	17.0	-4.4	2.2	9.8	28.3	2.1	6.0	3.8	22.6	-1.1	4.2	6.8
	Non-Indig.	10.5	-3.3	1.1	-0.3	10.9	-4.0	1.0	0.59	10.7	-3.7	1.1	0.2

See *Notes to Tables*

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Table 3b Apparent Year-level Retention and Attrition Rates of Indigenous and Non-Indigenous Australians by State, Average 1997

		Male				Female				Persons			
School Year . . .		*12*	*11*	*10*	*9*	*12*	*11*	*10*	*9*	*12*	*11*	*10*	*9*
		%	%	%	%	%	%	%	%	%	%	%	%
Panel A: Apparent school retention													
Aust.	*Indigenous*	26.5	45.1	79.2	—	35.5	54.3	82.0	—	30.9	49.6	80.6	—
	Non-Indig.	67.2	81.4	96.7	—	78.8	89.5	98.5	—	72.8	85.3	97.6	—
NSW	*Indigenous*	28.2	41.3	72.6	100.0	36.2	53.6	80.0	104.9	32.1	47.4	76.3	102.5
	Non-Indig.	62.6	75.0	96.6	99.6	73.5	84.4	97.5	100.0	67.9	79.6	97.1	99.7
Vic.	*Indigenous*	40.0	57.3	85.1	92.5	52.1	82.2	106.3	112.9	46.6	69.4	94.7	102.5
	Non-Indig.	69.4	84.8	95.3	99.2	83.9	93.7	98.4	101.0	76.4	89.1	96.8	99.9
Qld	*Indigenous*	43.3	59.3	90.0	113.4	50.9	67.9	89.8	104.4	47.2	63.4	89.9	108.7
	Non-Indig.	74.0	83.1	98.1	103.7	84.6	91.9	100.8	105.0	79.1	87.4	99.4	104.5
SA	*Indigenous*	12.1	33.5	65.0	93.9	27.0	46.4	69.7	85.8	19.5	39.5	67.5	89.6
	Non-Indig.	62.2	84.4	93.0	100.1	73.8	90.1	95.7	101.0	67.8	87.2	94.3	100.5
WA	*Indigenous*	16.6	43.2	79.1	100.0	23.2	45.8	83.0	99.5	19.7	44.5	81.0	99.8
	Non-Indig.	67.6	86.1	100.4	105.2	80.6	91.4	101.5	103.0	74.0	88.7	100.9	104.3
Tas.	*Indigenous*	47.3	48.2	96.7	105.4	50.5	53.6	122.0	110.9	49.0	50.9	108.3	108.3
	Non-Indig.	54.3	71.1	95.1	98.2	63.8	77.8	97.7	98.0	58.8	74.4	96.3	98.2
NT	*Indigenous*	5.8	23.6	55.0	75.7	13.7	33.8	42.4	82.6	9.4	28.8	48.3	79.6
	Non-Indig	57.1	86.8	89.1	101.1	67.0	99.7	95.8	108.0	54.5	95.6	86.8	100.4
ACT	*Indigenous*	114.3	70.0	145.4	83.3	70.6	133.3	105.3	100.0	90.3	97.1	120.0	91.2
	Non-Indig	92.7	104.2	100.4	99.6	91.5	103.5	99.4	99.0	91.6	103.9	99.9	99.3
Panel B: School discontinuation rates													
Aust.	*Indigenous*	38.7	37.0	17.1	7.5	30.9	32.3	16.4	3.7	34.5	34.5	16.7	5.6
	Non-Indig.	16.4	15.5	2.6	0.4	11.0	8.9	1.4	-0.2	13.6	12.3	2.0	0.1
NSW	*Indigenous*	38.9	44.6	23.6	5.2	26.5	36.2	22.0	-1.3	32.6	40.2	22.7	1.9
	Non-Indig.	15.8	21.6	2.5	0.2	11.9	13.4	1.8	0.0	13.8	17.6	2.1	0.1
Vic.	*Indigenous*	45.2	27.6	25.5	21.3	30.3	25.4	16.9	1.1	37.0	26.3	21.4	11.5
	Non-Indig.	17.4	10.3	3.5	0.7	9.2	4.0	1.3	-0.5	13.2	7.2	2.4	0.1
Qld	*Indigenous*	26.8	23.7	8.7	2.1	21.7	24.1	8.6	4.2	24.1	23.9	8.6	3.2
	Non-Indig.	11.1	16.2	2.3	0.5	7.8	9.2	0.5	-0.7	9.4	12.8	1.4	-0.1
SA	*Indigenous*	55.6	39.5	18.5	11.5	48.2	35.7	22.4	16.5	50.8	37.4	20.7	14.1
	Non-Indig.	26.4	9.4	4.6	1.6	19.1	5.5	3.5	1.0	22.7	7.5	4.1	1.3
WA	*Indigenous*	57.5	48.6	15.2	2.4	52.2	44.5	14.8	6.4	54.7	46.6	15.0	4.3
	Non-Indig.	19.5	13.3	0.1	-0.9	10.4	9.1	-1.0	-0.8	14.9	11.2	-0.4	-0.9
Tas.	*Indigenous*	20.0	53.7	8.2	-6.7	27.9	53.1	-6.2	-8.4	24.4	53.4	1.3	-7.6
	Non-Indig.	15.2	25.8	2.8	1.6	14.1	19.4	1.3	1.3	14.6	22.6	2.1	1.4
NT	*Indigenous*	60.0	21.4	32.1	41.6	33.3	5.6	43.4	11.6	45.5	12.6	38.2	27.1
	Non-Indig.	21.5	4.3	9.8	2.2	11.6	-6.9	5.3	1.8	26.7	-4.0	13.2	6.0
ACT	*Indigenous*	11.1	22.2	15.8	0.0	25.0	-5.3	-5.3	12.9	17.6	8.1	5.3	7.1
	Non-Indig	10.2	-5.9	0.4	0.6	11.9	-5.3	1.0	-0.2	11.0	-5.6	0.7	0.2

See *Notes to Tables*

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The strongest feature of the results in Panel A is that the (three-year) cohort of Year 8 Indigenous students begins to be reduced immediately. By Year 9, only 90.7% remain, compared with an unchanged number of non-Indigenous students (in fact, some small number of non-Indigenous students have left school, but have been replaced by immigrants -- a little care is required in making these comparisons). By Year 10, 76.4% of the Indigenous students remain, compared with almost all (97.7%) of the non-Indigenous cohort and by Year 11 less than half (46.9%) of the Indigenous students remain compared with 84.9% of the non-Indigenous students. Finally by Year 12, fewer than 30% of the initial Year 8 group of Indigenous students are still at school while 72.8% of the non-Indigenous group are still at school.

These results can be summarised by converting them into years of schooling. For the Indigenous group, 29.7% received a year of schooling past Year 11, 46.9% received a year of schooling beyond Year 10, 76.4% received a year of schooling beyond Year 9 and 90.7% received a year of schooling beyond Year 8 which is an average of 2.44 years of schooling beyond Year 8. The corresponding value for the non-Indigenous group is 3.55. The conclusion is that Indigenous Australians receive about 1.11 fewer years of schooling after Year 8 than non-Indigenous Australians. This of course ignores the higher proportion of Indigenous students who are ungraded or who left school before Year 8. On the other hand, estimates for non-Indigenous students are increased to some extent by immigration -- but this is likely to have a smaller effect than the biases for the Indigenous estimates.

The values in Panel B show the Year to Year attrition rates of Indigenous and non-Indigenous students. For all students nationally, rates of attrition of Indigenous students are substantially higher than for non-Indigenous students at each Year level. Clearly the proportional differences are larger in the earlier Years of secondary school (9.3% compared with 0.0% and 15.7 compared with 2.3%) but the absolute differences are larger in the later Years (36.8% compared with 14.2% and 38.6% compared with 13.1%).

Table 3b presents parallel results for 1997 only. The values in this table tell very much the same story as those in Table 3a, although they are more variable and frequently display retention rates greater than 100 and negative attrition rates. The results in Table 3b differ in one important respect from those in Table 3a apart from being restricted to 1997. The results do not follow a single cohort over time. For instance, the discontinuation rate for Year 10 in 1997 is based on the comparison of enrolments in Year 10 in 1997 with enrolments in Year 9 in 1996. Each value is for a different cohort. In contrast, Table 3a presents results for a cohort of three years -- persons who were in Year 8 in 1991 to 1993.

The interpretation of the values in Tables 3a and 3b is not straightforward from the perspective of policy intervention. One view is simply that attrition rates for Indigenous students are higher for all Years and that no particular focus is required. An alternative view might be that the greatest attrition proportionately and in terms of numbers is the transition from Year 10 to Year 11 -- 29.6% of the Indigenous cohort was lost in this transition. Hence it might be suggested that resources be directed towards redressing this problem. It may be, for instance, that some component of this loss is associated with changing schools if Indigenous students are more likely to initially attend secondary schools that do not offer Year 12. Another view is that proportionately the biggest differences are in the earlier Years of school and that these offer the best possibility for intervention (or that these students are in a real sense those most in need).

Some problems with the statistical collection or the use of apparent retention rates are evident in Panels A and B in Table 3a. First, there are retention rates of over 100% (and negative attrition rates) for non-Indigenous students in Queensland and Western Australia. This is an artefact of the greater effect of migration -- particularly between States -- on population growth in these two States.

Retention rates for the Indigenous population in Tasmania are also greater than 100%. This can only be the result of students being reclassified as Indigenous at the end of Year 8 or the beginning of Year 9 or again at the end of Year 9 or the beginning of Year 10. This may be a correction of school records associated with applications for ABSTUDY or with other administrative procedures of the Tasmanian Ministry. This result implies an initial under-enumeration of the Indigenous component of any cohort -- a phenomenon that may exist in other States but which is not obvious in these statistics because attrition is higher. If this is the case, then Indigenous retention rates may be grossly over-estimated. At the least, it suggests that the Tasmanian rates are misleadingly high.

There are also some estimates of retention of over 100% in the Australian Capital Territory. These are associated with the senior secondary college structure of the Territory and the enrolment of students from surrounding New South Wales areas in those colleges at the beginning of Year 11 and possibly some similar movement at earlier stages of schooling.

In summary, Year 12 retention rates for Indigenous students were less than half the rates of non-Indigenous students. Nationally, there was little sign of improvement in Year 12 retention for Indigenous students, either absolutely or compared with the Year 12 retention rates of non-Indigenous students. The lower Year 12 retention rates were the result of greater student attrition across all Years of secondary schooling.

PARTICIPATION IN EDUCATION

This section discusses the extent of participation in education by 15 to 19 year-old Indigenous Australians and compares it with the corresponding participation of 15 to 19 year-old non-Indigenous Australians. Table 4 presents participation rates for (mainly) secondary schooling, tertiary education (vocational education and training and higher education) and for education overall. These rates are presented separately for males and females and for States and regions within States. The participation rates are based on population counts from the 1991 and 1996 Censuses.

The lagged time-series data that underlie Table 2 provide a conceptually strong basis for examining progress through school. Such data, however, are dependent on institutional records which break down when students leave school. Nor do Year 12 retention rates consider the school participation of ungraded students. The age-specific education participation rates in Table 4 provide an alternative view of participation in schooling and, importantly, in post-school education. The values in Table 4 provide a cross-sectional view of the educational participation of young Australians at a given time. While useful, these data can be misleading when they are interpreted too easily as progression rates.

The age-grade structure of school students differs between the States. This is the result of differences in the ages at which students start school and the number of years of schooling. On average, Year 12 students in Queensland, South Australia, Western Australia and the Northern Territory are younger than in other States. As a consequence, the participation of 15 to 19 year-olds in school is likely to be lower in those States regardless of any differences in Year 12 retention rates. Conversely, there is a real possibility of higher participation rates in tertiary education in these States simply because a greater proportion of each cohort has left school. Comparisons between the age specific educational participation rates of States in Table 4 can be misleading unless some allowance is made for these differences.

This caveat, however, does not mean that comparisons -- of Indigenous and non-Indigenous persons, regions, males and females and 1991 with 1996 values -- cannot be made within States. Comparisons can also be made between States, provided there is some acknowledgement of the likely effect of differences in schooling age structures on educational participation rates.

The cross-sectional nature of the values also means that it is difficult to make inferences about the origins of an individual. A person enrolled in a tertiary course in Melbourne in 1996 may have completed Year 12 in Port Hedland in 1995. Comparisons between States and regions within States are therefore open to the uncertainties of internal migration for the purpose of education or obtaining work.

Three categories of educational participation are included in Table 4. By age 15, participation in *school* is almost exclusively participation in secondary school. The

1991 Census, however, recorded some participation by 15-year-olds in primary school, particularly for Indigenous students. This had all but disappeared by the time of the 1996 Census. The may be less the result of any real changes in school participation and more the result of administrative changes -- a decision by school authorities to declare ungraded students as post-primary (or secondary) when they reach a given age. Participation in *tertiary education* is enrolment, at the time of the Census, in higher education or in a course offered by a registered VET provider. *Any* education includes school, tertiary, and a few persons enrolled in *other* educational courses.

Table 4 contains a great deal of detailed information. The following discussion focuses on New South Wales, Queensland, Western Australia and the Northern Territory which include the overwhelming majority of persons of Aboriginal or Torres Strait Islander origin. For ease of reference, these four States are referred to collectively as the *large* States. Reference will also be made to national figures.

Schooling

The Indigenous Population

Within the Indigenous population, participation of Indigenous 15 to 19 year-olds is higher in New South Wales for both males (36.9%) and females (39.5%) than in most other States. To some extent this reflects the older age-grade structure of schooling in New South Wales. As observed in the previous section on apparent school retention rates, there is quite substantial variation among the States -- even among the three large States with similar age-grade structures. Participation rates in Queensland are at least 10 percentage points higher for both males and females than in Western Australia and the Northern Territory. Given the overall low level of participation of 15 to 19 year-old Indigenous Australians in school, these are substantial differences and are consistent with the higher apparent Year 12 retention rates for Queensland reported in the previous section.

Young Indigenous Australians in rural areas have lower school participation rates. Nationally, school participation for Indigenous Australians is markedly lower in rural areas (23.1%) than in capital cities (34.9%) or in other urban areas (33.0%). This pattern, however, is not consistent across the States. In New South Wales, for instance, there is little difference between regions (albeit a small but interesting difference in the patterns for males and females). The regional differences, however, are quite pronounced and consistent for the other three large States.

Conclusions about regional differences in school participation need to be tempered by consideration of the issue of movement. The absence of schools -- particularly of secondary schools -- in rural areas with high proportions of Indigenous Australians means that some Indigenous students have to move to urban areas to continue their schooling. The measured school participation rates of urban areas would therefore increase and the participation rates for rural areas correspondingly decrease.

Nationally, the school participation rate of Indigenous 15 to 19 year-old females is about two percentage points higher than the corresponding rate for males (34.7% compared with 32.5%). This mirrors the somewhat higher Year 12 apparent retention rate for female Indigenous Australians. This difference is reasonably consistent across States and regions within States. There are, however, a few exceptions -- rural New South Wales, Perth, Darwin, rural Northern Territory and Tasmania. The values in Table 4 may marginally understate the true differences between male and female Indigenous Australians if the slightly younger age-grade profile of female students for the population as a whole is also the case for Indigenous Australians.

Indigenous - Non-Indigenous Comparisons

Nationally, the rate of school participation of 15 to 19 year-old Indigenous Australians is about a third lower than for non-Indigenous Australians -- 32.5% compared with 50.1% for males and 34.7% compared with 52.3% for females. This is consistent with the substantially lower apparent Year 12 retention rates of Indigenous Australians.

The relative difference between the school participation rates of 15 to 19 year-old Indigenous and non-Indigenous Australians is reasonably consistent across States and for males and females. There are, however, some differences among the States. As might be expected from the results for apparent Year 12 retention rates, relative differences are least for Queensland (Indigenous rates are about a quarter lower) and Tasmania (Indigenous rates are about a fifth lower). The greatest differences are in the Northern Territory and Western Australia (participation rates for Indigenous 15 to 19 year-olds are about 60% of those of non-Indigenous 15 to 19 year-olds).

The values for Australia as a whole suggest that relative differences in school participation rates between Indigenous and non-Indigenous Australians are substantially higher in rural areas. The ratio of Indigenous to non-Indigenous participation is less than half in rural areas -- 23.1% compared with 51.0% for males and 25.6% compared with 58.6% for females. In capital cities and other urban areas, however, the differences, while still large, are somewhat smaller. The ratio of Indigenous to non-Indigenous participation rates is about two-thirds.

The lower national relative rates of school participation in rural areas are partly the result of State differences -- rural areas are larger in States with lower participation rates. The extent to which regional differences vary within States is substantial. In New South Wales, for instance, the school participation rates of Indigenous 15 to 19 year-olds was about 70 per cent of the non-Indigenous rate regardless of region except for a slightly lower relative rate for Indigenous females in rural areas. In Queensland and Western Australia, however, the relative inequalities between Indigenous and non-Indigenous populations were substantially greater in rural areas for both males and females. In the Northern Territory the within-region relative ratios are substantially higher (more equal) than the overall State ratio. This follows directly from the over-representation of Indigenous Australian in rural areas and the lower absolute participation in those areas.

Changes between 1991 and 1996

There are at least two approaches to the examination of changes between 1991 and 1996. The first is to investigate whether absolute participation rates have increased or decreased for the Indigenous population. The second is to examine whether the participation of Indigenous Australians has improved relative to that of non-Indigenous Australians. The former reflects the educational opportunities of Indigenous people while the latter reflects equity. Each is examined in turn.

Table 4a **Educational Participation Rates for Indigenous and Non-Indigenous 15 to 19 Year-olds by State and Region: 1991 and 1996, Males**

State/Year	Region	*School*		*Tertiary*		*Any*	
Indigenous . . .		Indig. %	Not-Ind %	Indig. %	Not-Ind %	Indig. %	Not-Ind %
Australia							
1996	*Cap. City*	34.9	50.8	11.6	22.7	48.0	74.3
	Other Urban	33.0	49.0	7.8	14.9	41.6	64.6
	Rural	23.1	51.0	3.8	10.5	27.1	61.9
	All Australia	32.5	50.1	8.4	19.3	41.8	70.1
1991	*Cap. City*	33.6	48.5	14.5	22.9	50.0	72.9
	Other Urban	34.9	46.8	8.2	16.5	44.3	64.5
	Rural	26.7	48.0	4.5	14.5	32.5	64.0
	All Australia	32.1	48.0	8.6	20.0	42.1	69.4
NSW							
1996	*Sydney*	36.0	54.0	11.8	21.8	48.8	76.7
	Other Urban	37.1	50.7	8.3	17.1	46.0	68.3
	Rural	39.2	55.0	5.2	12.6	44.3	67.8
	All NSW	36.9	52.6	9.1	19.5	46.7	72.9
1991	*Sydney*	32.8	49.6	14.2	24.2	48.9	75.1
	Other Urban	36.8	46.9	10.4	20.3	48.2	68.5
	Rural	36.5	49.2	7.9	16.1	44.9	66.4
	All NSW	35.6	48.7	11.0	21.9	47.7	71.8
Vic.							
1996	*Melbourne*	38.4	54.2	12.8	22.9	52.9	78.1
	Other Urban	32.7	54.3	13.1	14.5	48.4	69.7
	Rural	34.4	56.1	9.4	8.8	43.8	65.6
	All Vic.	35.0	54.3	12.8	19.8	50.0	75.0
1991	*Melbourne*	36.9	52.1	18.5	21.7	56.3	75.5
	Other Urban	34.9	52.4	12.3	14.2	48.1	68.1
	Rural	41.6	55.2	12.4	15.9	58.4	72.6
	All Vic.	36.9	52.6	14.9	19.3	53.2	73.5
Qld							
1996	*Brisbane*	33.5	44.8	10.5	22.2	45.0	67.9
	Other Urban	35.7	46.3	8.1	12.2	44.4	59.1
	Rural	21.1	47.2	3.2	8.5	24.3	56.1
	All Qld	33.7	45.7	8.1	16.4	42.4	62.8
1991	*Brisbane*	34.8	44.5	10.6	20.1	46.9	66.2
	Other Urban	38.4	45.6	5.0	12.1	44.2	58.8
	Rural	31.9	45.1	3.0	10.5	36.5	57.6
	All Qld	36.1	45.0	5.5	15.2	42.7	61.7

See *Notes to Tables*

Table 4a Educational Participation Rates for Indigenous and Non-Indigenous 15 to 19 Year-olds by State and Region: 1991 and 1996, Males (cont.)

State/Year	**Region**	*School*		*Tertiary*		*Any*	
Indigenous . . .		Indig. %	Not-Ind %	Indig. %	Not-Ind %	Indig. %	Not-Ind %
SA							
1996	*Adelaide*	32.8	47.0	10.4	21.1	44.7	69.0
	Other Urban	26.4	49.8	6.9	11.2	33.3	61.5
	Rural	35.1	53.5	8.1	8.0	43.2	61.5
	All SA	30.0	47.9	8.7	18.1	39.4	66.8
1991	*Adelaide*	28.4	45.1	20.0	22.2	51.3	68.5
	Other Urban	29.5	48.1	11.4	12.2	45.2	61.4
	Rural	22.6	22.6	5.7	5.7	31.1	31.1
	All SA	27.8	45.6	14.8	20.4	45.9	67.2
WA							
1996	*Perth*	29.6	43.0	11.9	26.0	45.2	69.9
	Other Urban	24.8	40.2	6.0	15.0	31.4	55.6
	Rural	19.0	36.8	4.5	11.1	23.4	48.8
	All WA	25.6	42.1	7.7	22.5	34.8	65.3
1991	*Perth*	29.1	42.9	12.0	25.2	43.6	69.2
	Other Urban	27.6	40.2	7.6	15.7	35.2	56.6
	Rural	18.1	37.3	3.2	14.9	22.5	53.3
	All WA	24.6	41.7	7.2	22.2	32.9	64.9
Tas.							
1996	*Hobart*	33.6	44.6	19.5	25.5	57.0	70.8
	Other Urban	35.7	40.9	17.4	20.0	53.7	61.7
	Rural	36.6	42.8	19.7	14.0	56.3	57.2
	All Tas.	35.3	42.1	18.1	21.3	54.6	64.1
1991	*Hobart*	28.3	41.2	22.8	26.8	51.1	69.9
	Other Urban	33.5	36.3	16.3	22.2	51.4	60.1
	Rural	34.2	38.6	13.8	17.2	48.0	57.3
	All Tas.	32.7	38.3	16.8	22.3	50.3	62.3
NT							
1996	*Darwin*	44.9	47.7	9.4	17.3	54.3	65.5
	Other Urban	26.3	42.7	2.5	9.7	30.5	53.0
	Rural	17.9	22.6	1.0	4.8	19.4	32.3
	All NT	26.2	44.8	2.9	13.3	30.3	58.8
1991	*Darwin*	46.4	51.9	11.4	17.6	61.6	70.1
	Other Urban	26.5	41.8	5.4	10.2	35.7	54.7
	Rural	19.8	31.9	2.4	11.2	23.4	46.6
	All NT	24.7	45.3	4.2	14.4	31.1	61.4
ACT							
1996	*All ACT*	41.5	56.8	11.1	23.6	52.6	81.0
1991	*All ACT*	36.7	53.4	23.3	25.9	60.0	82.1

See *Notes to Tables*

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Table 4b Educational Participation Rates for Indigenous and Non-Indigenous 15 to 19 Year-olds by State and Region: 1991 and 1996, Females

State/Year	Region	*School*		*Tertiary*		*Any*	
Indigenous . . .		Indig. %	Not-Ind %	Indig. %	Not-Ind %	Indig. %	Not-Ind %
Australia							
1996	*Cap. City*	37.2	51.6	13.2	24.4	51.5	77.4
	Other Urban	35.2	53.1	9.0	15.5	44.9	69.4
	Rural	25.6	58.6	3.6	9.2	29.5	68.7
	All Australia	34.7	52.3	9.6	20.6	45.1	74.1
1991	*Cap. City*	34.5	48.7	13.4	22.2	49.6	73.0
	Other Urban	34.4	48.1	9.5	15.6	44.8	65.1
	Rural	30.1	56.0	4.0	12.1	35.2	69.5
	All Australia	33.2	49.4	9.1	19.1	43.4	70.3
NSW							
1996	*Sydney*	40.7	55.1	11.1	22.0	53.0	78.5
	Other Urban	39.2	54.4	9.3	16.4	49.3	71.7
	Rural	37.6	61.5	4.6	9.6	42.2	71.6
	All NSW	39.5	54.9	9.5	19.3	49.9	75.4
1991	*Sydney*	32.5	50.8	11.9	20.7	46.0	73.8
	Other Urban	34.8	48.8	11.1	18.0	46.9	68.0
	Rural	42.3	58.1	6.7	13.1	49.4	72.4
	All NSW	35.4	51.0	10.6	19.0	47.1	71.7
Vic.							
1996	*Melbourne*	39.3	56.0	12.5	24.9	52.6	82.1
	Other Urban	45.8	60.1	10.0	14.6	56.4	75.6
	Rural	50.0	67.1	0.0	8.7	50.0	76.6
	All Vic.	43.1	57.5	10.9	21.2	54.6	79.8
1991	*Melbourne*	45.0	53.7	9.8	21.2	55.6	76.6
	Other Urban	34.4	54.5	12.4	14.2	46.8	70.1
	Rural	47.3	63.1	10.9	11.1	58.2	75.6
	All Vic.	40.5	55.0	11.1	18.4	52.0	75.1
Qld							
1996	*Brisbane*	37.2	44.3	13.1	27.0	51.0	72.7
	Other Urban	37.0	48.6	9.1	15.5	46.7	65.0
	Rural	27.6	55.4	2.1	8.0	30.3	64.5
	All Qld	36.1	46.9	9.2	20.4	46.0	68.4
1991	*Brisbane*	34.2	42.9	15.2	23.0	50.1	68.8
	Other Urban	37.6	45.6	7.1	13.8	45.5	61.0
	Rural	33.0	52.7	4.4	10.7	38.8	65.3
	All Qld	35.9	45.6	8.0	17.3	44.9	65.1

See *Notes to Tables*

Table 4b **Educational Participation Rates for Indigenous and Non-Indigenous 15 to 19 Year-olds by State and Region: 1991 and 1996, Females (cont.)**

State/Year	**Region**	*School*		*Tertiary*		*Any*	
Indigenous . . .		Indig. %	Not-Ind %	Indig. %	Not-Ind %	Indig. %	Not-Ind %
SA							
1996	*Adelaide*	38.2	47.4	12.0	23.9	51.6	72.7
	Other Urban	27.7	54.8	13.1	11.6	41.5	67.4
	Rural	38.9	63.3	8.3	7.4	47.2	71.4
	All SA	33.3	49.6	12.4	20.5	46.7	71.3
1991	*Adelaide*	39.1	43.1	17.0	21.9	57.8	67.3
	Other Urban	32.2	48.8	12.6	10.1	46.2	60.3
	Rural	31.6	31.6	0.0	0.0	31.6	31.6
	All SA	35.8	44.1	13.1	19.8	50.3	66.0
WA							
1996	*Perth*	28.6	44.8	18.5	26.6	49.3	72.9
	Other Urban	27.6	45.7	8.6	13.4	36.7	59.8
	Rural	24.5	41.5	6.9	9.4	31.4	52.8
	All WA	27.5	45.0	11.7	22.8	40.2	69.1
1991	*Perth*	28.1	42.3	13.7	25.6	44.5	69.9
	Other Urban	28.3	42.2	8.4	12.6	37.5	55.7
	Rural	23.6	45.2	2.7	12.9	27.6	59.7
	All WA	26.8	42.5	8.2	22.0	36.5	66.3
Tas.							
1996	*Hobart*	30.5	43.9	20.1	27.4	52.4	72.1
	Other Urban	34.3	44.1	20.1	20.2	56.1	65.7
	Rural	35.2	41.1	14.1	15.9	53.5	58.4
	All Tas.	33.6	43.9	19.5	22.1	55.1	67.3
1991	*Hobart*	26.9	40.1	16.2	26.7	46.2	68.9
	Other Urban	26.0	34.6	22.1	21.9	48.1	58.4
	Rural	35.2	41.0	17.2	16.6	58.6	59.5
	All Tas.	28.9	37.7	19.2	22.2	50.6	61.9
NT							
1996	*Darwin*	40.4	47.1	6.2	19.2	46.5	66.8
	Other Urban	28.1	48.9	2.4	10.6	31.3	60.7
	Rural	16.1	38.1	1.1	0.0	17.2	38.1
	All NT	26.5	47.9	2.5	15.0	29.4	63.7
1991	*Darwin*	35.0	46.1	11.8	19.3	49.6	66.1
	Other Urban	33.5	40.6	4.9	11.4	40.0	54.9
	Rural	22.5	42.1	1.0	10.7	24.0	54.2
	All NT	26.7	44.0	3.4	15.9	31.1	61.4
ACT							
1996	*All ACT*	44.3	54.9	14.3	25.9	58.6	81.8
1991	*All ACT*	54.1	51.7	16.2	27.3	70.3	80.8

See *Notes to Tables*

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Table 4c **Educational Participation Rates for Indigenous and Non-Indigenous 15 to 19 Year-olds by State and Region: 1991 and 1996, All persons**

State/Year	Region	*School*		*Tertiary*		*Any*	
Indigenous . . .		Indig. %	Not-Ind %	Indig. %	Not-Ind %	Indig. %	Not-Ind %
Australia							
1996	*Cap. City*	36.0	51.2	12.4	23.5	49.8	75.9
	Other Urban	34.1	51.0	8.4	15.1	43.2	66.9
	Rural	24.4	54.6	3.7	9.9	28.3	65.1
	All Australia	33.6	51.2	9.0	19.9	43.5	72.1
1991	*Cap. City*	34.1	48.6	13.9	22.5	49.8	72.9
	Other Urban	34.7	47.4	8.9	16.0	44.5	64.8
	Rural	28.3	51.7	4.3	13.4	33.7	66.5
	All Australia	32.7	48.6	8.8	19.6	42.8	69.8
NSW							
1996	*Sydney*	38.3	54.5	11.4	21.9	50.9	77.6
	Other Urban	38.1	52.5	8.8	16.7	47.6	69.9
	Rural	38.3	58.1	4.8	11.2	43.2	69.6
	All NSW	38.2	53.7	9.3	19.4	48.3	74.1
1991	*Sydney*	32.7	50.2	13.1	22.5	47.4	74.4
	Other Urban	35.8	47.9	10.8	19.2	47.6	68.3
	Rural	39.2	53.3	7.3	14.7	47.0	69.2
	All NSW	35.5	49.8	10.8	20.5	47.4	71.8
Vic.							
1996	*Melbourne*	38.9	55.1	12.7	23.9	52.7	80.1
	Other Urban	39.1	57.1	11.6	14.5	52.3	72.5
	Rural	40.0	61.4	6.0	8.7	46.0	70.9
	All Vic.	39.0	55.9	11.9	20.4	52.3	77.4
1991	*Melbourne*	40.9	52.9	14.1	21.5	55.9	76.1
	Other Urban	34.6	53.4	12.3	14.2	47.4	69.1
	Rural	44.1	58.9	11.7	13.7	58.3	74.0
	All Vic.	38.7	53.8	13.0	18.9	52.6	74.3
Qld							
1996	*Brisbane*	35.4	44.6	11.8	24.6	48.0	70.3
	Other Urban	36.4	47.4	8.6	13.8	45.5	62.0
	Rural	24.2	51.1	2.6	8.2	27.2	60.1
	All Qld	34.9	46.3	8.7	18.3	44.2	65.5
1991	*Brisbane*	34.5	43.7	12.9	21.6	48.5	67.5
	Other Urban	38.0	45.6	6.1	13.0	44.9	59.9
	Rural	32.4	48.6	3.6	10.6	37.6	61.2
	All Qld	36.0	45.3	6.7	16.3	43.8	63.4

See ***Notes to Tables***

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Table 4c **Educational Participation Rates for Indigenous and Non-Indigenous 15 to 19 Year-olds by State and Region: 1991 and 1996, All persons (cont.)**

State/Year	**Region**	*School*		*Tertiary*		*Any*	
Indigenous . . .		Indig. %	Not-Ind %	Indig. %	Not-Ind %	Indig. %	Not-Ind %
SA							
1996	*Adelaide*	35.6	47.2	11.2	22.5	48.2	70.8
	Other Urban	27.1	52.2	10.2	11.4	37.6	64.3
	Rural	37.0	58.1	8.2	7.7	45.2	66.1
	All SA	31.7	48.7	10.6	19.3	43.2	69.0
1991	*Adelaide*	34.0	44.1	18.4	22.1	54.7	67.9
	Other Urban	30.8	48.5	12.0	11.1	45.7	60.9
	Rural	27.0	27.0	2.9	2.9	31.4	31.4
	All SA	31.9	44.8	13.9	20.1	48.1	66.6
WA							
1996	*Perth*	29.1	43.9	15.3	26.3	47.3	71.4
	Other Urban	26.2	42.8	7.3	14.2	34.0	57.6
	Rural	21.7	39.0	5.7	10.3	27.4	50.7
	All WA	26.6	43.5	9.7	22.6	37.5	67.2
1991	*Perth*	28.6	42.6	12.9	25.4	44.0	69.6
	Other Urban	28.0	41.2	8.0	14.2	36.4	56.2
	Rural	20.5	40.8	3.0	14.0	24.7	56.2
	All WA	25.7	42.1	7.7	22.1	34.6	65.6
Tas.							
1996	*Hobart*	31.9	44.2	19.8	26.4	54.6	71.5
	Other Urban	35.0	42.5	18.8	20.1	54.9	63.7
	Rural	35.9	42.0	16.9	14.9	54.9	57.8
	All Tas.	34.4	43.0	18.8	21.7	54.9	65.7
1991	*Hobart*	27.5	40.6	18.9	26.7	48.2	69.4
	Other Urban	29.9	35.4	19.1	22.1	49.8	59.3
	Rural	34.7	39.7	15.5	16.9	53.2	58.3
	All Tas.	30.8	38.0	18.0	22.2	50.4	62.1
NT							
1996	*Darwin*	42.6	47.4	7.8	18.2	50.4	66.2
	Other Urban	27.2	45.6	2.4	10.1	30.9	56.5
	Rural	17.0	28.8	1.0	2.9	18.3	34.6
	All NT	26.3	46.3	2.7	14.1	29.9	61.1
1991	*Darwin*	40.5	49.0	11.6	18.4	55.4	68.1
	Other Urban	30.0	41.2	5.2	10.8	37.9	54.8
	Rural	21.1	35.7	1.7	11.0	23.7	49.5
	All NT	25.7	44.7	3.8	15.1	31.1	61.4
ACT							
1996	*All ACT*	42.9	55.8	12.7	24.7	55.6	81.4
1991	*All ACT*	44.5	52.6	20.1	26.6	64.6	81.4

See *Notes to Tables*

Absolute changes The overall school participation rate of both male and female Indigenous Australians was higher in 1996 than in 1991. For males, the increase was very modest -- from 32.1% in 1991 to 32.5% in 1996. For females, the increase was slightly higher -- from 33.2% in 1991 to 34.7% in 1996. These changes were not consistent across regions -- the participation rates declined for both male and female Indigenous Australians in rural areas and for Indigenous males in other urban areas.

The majority of school participation rates for Indigenous Australians increased for regions within States. Some of the larger increases were for females in Sydney (from 32.5% to 40.7%) and in other urban areas in New South Wales (from 34.8% to 39.2%). Similarly there was a large increase for Indigenous males in Sydney from 32.8% to 36.0%. The school participation of male and female Indigenous Australians has declined in most areas in Queensland and in the Northern Territory.

Relative changes Although the national school participation rates of 15 to 19 year-old Indigenous Australians have increased marginally between 1991 and 1996, so too have the corresponding rates of non-Indigenous Australians. A further issue, then, is whether the rates for Indigenous Australians have improved relative to those of non-Indigenous Australians. Overall they have not improved. The value considered here is the ratio of the 1996 relative rate to the 1991 relative rate. For males, for instance, this is (32.5/51.0)/(32.1/48.0). In 1991 the ratio was 66.9 and in 1996 it was 64.9 -- the participation of male Indigenous Australians relative to that of male non-Indigenous Australians *declined* (very marginally) between 1991 and 1996. This change is summarised by the further ratio 64.9/66.9 = 0.97. Ratios less than *1* indicate a worsening of the relative position of Indigenous Australians and ratios greater than *1* indicate an improvement.

Table 4 provides very little indication of significant improvement in the school participation of 15 to 19 year-old Indigenous Australians compared with that of non-Indigenous Australians. In the large States, the only substantial improvements were for males in rural Northern Territory (a ratio of 1.28) and females in Sydney (1.15) and Darwin (1.13). On the other hand, there are several instances of decline in the larger States -- in Queensland rural areas for both males (0.63) and females (0.80), for females in New South Wales rural areas (0.84) and for females outside Darwin (0.70 and 0.79).

Tertiary Education

The Indigenous Population

Nationally, some 8.4% of male and 9.6% of female 15 to 19 year-old Indigenous Australians participated in tertiary education in 1996. Participation was substantially higher for males and females in capital cities (11.6% and 13.2% respectively) than in other urban (7.8% and 9.0%) or rural areas (3.8% and 3.6%).

There were some differences among the States, but these were not usually very large -- except for the Northern Territory which has participation rates substantially below the national average -- 2.9% for males and 2.5% for females. The lower participation rate in the Northern Territory is partly attributable to the greater proportion of the population living in rural areas. Even so, the tertiary education participation rates for each of the regions within the Northern Territory are often substantially below the national means.

Indigenous - Non-Indigenous Comparisons

Nationally, the tertiary education participation rates of Indigenous Australians are less than half those of non-Indigenous Australians. This is the case for both males and females. Regional considerations make little difference to the picture -- the participation rates of Indigenous Australians in urban and other areas are a little over half of those of non-Indigenous Australians, while in rural areas participation rates of Indigenous Australians are just over a third of those of non-Indigenous Australians.

The extent of the differences between non-Indigenous and Indigenous participation rates is not the same across the States. In the smaller States -- Victoria, South Australia, Tasmania and the Australian Capital Territory -- the differences are somewhat reduced (particularly in Tasmania, for males in Victoria outside Melbourne and for females in South Australia outside Adelaide). Among the larger States, however, the relative participation of males (but not females) in Western Australia is below the national average and the relative participation rates of Indigenous Australians in the Northern Territory are substantially below the national average for all groups excepting males in Darwin.

Changes between 1991 and 1996

Absolute Changes Participation rates in tertiary education have declined for 15 to 19 year-old male Indigenous Australians between 1991 (8.6%) and 1996 (8.4%) but increased for female 15 to 19 year-old Indigenous Australians between 1991 (9.1%) and 1996 (9.6%). The decline for males occurred in all three regions -- and was larger within each region than overall. A similar phenomenon can be observed for females -- participation rates within each region declined between 1991 and 1996 despite the overall mean showing some increase. This can occur because of a change in the regional distribution of the Indigenous population between 1991 and 1996 -- the 1996 population is more urbanised.

There are some marked differences between the large States. Indigenous participation in tertiary education increased in Queensland and Western Australia between 1991 and 1996 but declined in New South Wales and the Northern Territory.

Relative Changes Between 1991 and 1996 the tertiary education participation rates of non-Indigenous males aged 15 to 19 also declined and the corresponding rates for females increased. The question then is whether the participation rates of the Indigenous population have improved relative to those of the non-Indigenous population. The answer is that they are almost unchanged nationally for both males and females. There is some difference between regions -- for both males and females the relative position of 15 to 19 year-old Indigenous Australians in rural areas has improved, while the position of the same group in capital cities has declined.

The national values are the sum of somewhat different changes among the States. In New South Wales the participation of both male and female Indigenous Australians has declined compared to that of male and female non-Indigenous Australians in all three regions. In Queensland the relative position of male Indigenous Australians has improved, particularly in urban areas outside Brisbane. This has been offset somewhat by a relative decline in Brisbane. A similar pattern exists for females, except that the increase in other urban areas was not as large and the decline in Brisbane was larger, leading to an overall relative decline between 1991 and 1996. In Western Australia it was the relative position of females that increased -- particularly in rural areas -- while the relative participation rates of male Indigenous Australians were almost unchanged overall, again though with improvement in rural areas and decline in other regions. In the Northern Territory the relative participation of Indigenous Australians declined overall and in all regions for both males and females between 1991 and 1996.

Any Education

Participation in *Any* education is participation in either school or in the tertiary sector or in other forms of education. The discussion of the values for *Any* education in Table 4 will be somewhat less detailed than for the specific forms of education represented by schooling and tertiary education. These values do, however, provide a useful summary of educational participation for Indigenous and non-Indigenous Australians.

The Indigenous Population

Educational participation within the Indigenous population is higher for females than males (45.1% compared with 41.8%) and higher in capital cities than in other urban areas and in other urban areas than in rural areas for both males and females. There are differences in the level of educational provision between regions. Regional differences in participation reflect in part the movement of people between regions for educational purposes as well as educational opportunities associated with residence in a given region.

Educational participation is higher than the national average in New South Wales, largely because of the older age-grade structure in schools. Queensland has Indigenous participation rates marginally above the national average, despite having a younger age-grade structure in schools. This reflects the relatively high Year 12 retention rate for Indigenous students in Queensland. The higher Year 12 retention rate does not, however, seem to be associated with higher participation rates in tertiary education. Indigenous education participation rates were somewhat below the national average in Western Australia for both males and females within regions excepting rural females. Educational participation rates were below the national average in the Northern Territory.

Indigenous - Non-Indigenous Comparisons

Nationally the educational participation rates of 15 to 19 year-olds of Aboriginal and Torres Strait Islander origin are about 60 per cent of those of the non-Indigenous population. In rural areas the Indigenous education participation rate falls to less than half the level of the non-Indigenous population. There is little difference in the level of disadvantage experienced by Indigenous males and females.

The level of relative educational disadvantage (the extent to which Indigenous educational participation differs from non-Indigenous participation) experienced by Indigenous Australians is not the same in all States. It is least in Tasmania, slightly above the national average in New South Wales, Victoria, Queensland and South Australia (although the male Indigenous population in South Australia is just below the national average) and below the national average in Western Australia and the Northern Territory.

Differences in the regional distributions of the Indigenous population between States account for some of these State differences. For instance, in Western Australia the relative disadvantage of the Indigenous populations in Perth and rural areas is no worse (and in most instances better) than in the rest of the nation. Similarly the relative educational disadvantage in Darwin is less than in other capital cities, although this may reflect a higher proportion of Indigenous students having to move from rural and other areas to the capital city to continue their education.

Changes between 1991 and 1996

Absolute Changes The educational participation of 15 to 19 year-old male Indigenous Australians declined between 1991 (42.1%) and 1996 (41.8%) while the corresponding rate for females increased from 43.4% in 1991 to 45.1% in 1996. Educational participation rates for males declined for all three regions while for females they declined for capital cities and rural areas and were almost unchanged for other urban areas. The within-region changes for males (declines of 2.0, 1.7 and 5.4 percentage points for urban, other urban and rural respectively) are stronger than the overall change (a decline of 0.3 percentage points). This reflects a decline in the relative size of the Indigenous population living in rural areas (and a corresponding growth in the percentage living in capital cities) between 1991 and 1996. The within-region changes for the female 15 to 19 Indigenous population are not consistent either. Growth was strongest in the capital cities but rates actually declined in rural areas.

Changes were not consistent across the States or within regions. In New South Wales participation for Indigenous males declined but increased for Indigenous females; in Queensland overall rates for Indigenous males were almost unchanged but fell substantially in rural areas while rates for Indigenous females increased marginally but again fell in rural areas; in Western Australia there were increases for both males and females; and in the Northern Territory rates declined for both males and females.

Relative Changes The overall level of educational disadvantage of 15 to 19 year-old Indigenous Australians, in terms of educational participation, was virtually unchanged between 1991 and 1996 for both males and females. Relative differences between Indigenous and non-Indigenous rates within regions increased somewhat, particularly in rural areas.

There were some instances in which the educational disadvantage of Indigenous Australians was reduced significantly between 1991 and 1996: males and females in Western Australia, males in Hobart and rural Tasmania, and males in rural Northern Territory. There were many more instances in which disadvantage increased: females in rural New South Wales, females in Melbourne, males and females in rural Victoria and Queensland, males and females in all regions in South Australia, and males and females in other urban areas in the Northern Territory.

The overall picture is one of limited improvements in the equity of educational participation in some areas accompanied by deterioration in equity in many more areas.

VOCATIONAL EDUCATION AND TRAINING

The preceding section showed that Indigenous young people have lower rates of participation in post-school education than non-Indigenous youth. This section and the next discuss participation in the two major components of post-school education -- the vocational education and training (VET) and the higher education sectors.

Table 5 shows participation rates in VET for 15 to 19 and 20 to 24 year-old Indigenous and non-Indigenous Australians. The participation rate for Indigenous Australians is 26.0%. This value is considerably higher than the corresponding value in the previous section for participation in any form of post-school education. There are two reasons for the difference. First, information on enrolments is derived from the VET student data collection -- a systematised set of enrolment and administrative records. These cover total enrolments in a given year rather than at a particular point in time -- as does the Census. Hence the participation figures are higher. Second, the fact that the participation data are enrolments, and that many VET courses are of less than 12 months duration, means that the participation rates in Table 5 over-state the true participation rates to the extent that individuals enrol in more than one course in a given year -- and many do. Thus the values in Table 5 are not participation rates in the usual sense.

Table 5 brings together two very different data sources into a participation rate. The numerator is derived from administrative records collected under variable conditions. There is substantial missing data for answers to many questions in this data source either because questions were not asked or because students did not answer them when asked. This is particularly the case with questions about Aboriginal or Torres Strait Islander status. The numerator, however, is based on Census-derived population estimates which have been extensively massaged to remove biases. This difference in sources of data means that the estimates in Table 5 are subject to a little more error than usual. It is unlikely, however, that the size of differences between Indigenous and non-Indigenous rates will be greatly affected by these concerns.

There is, however, a possible source of bias in these comparisons. To the extent that Indigenous students in the VET sector enrol in shorter courses -- and evidence is presented later which suggests that they do -- they are more likely to be multiple enrolments. Hence the participation rate of Indigenous Australians would appear greater than that of non-Indigenous Australians without in fact being any higher.

Table 5 shows that there is relatively little difference between the participation rates of Indigenous and non-Indigenous 15 to 19 year-olds. The overall value for Indigenous Australians is 26.0% while the corresponding value for non-Indigenous Australians is 27.5%. While this difference might deserve comment in other contexts, in the context of Indigenous education it is modest. As for the population as a whole, male Indigenous Australians are more likely to participate in VET than female Indigenous Australians. The participation rate in VET, however, is marginally higher for Indigenous females than for non-Indigenous females.

There are several States where the participation rate of Indigenous Australians in VET is higher than for non-Indigenous Australians. Indigenous Australians in New South Wales, Victoria, South Australia and the Australian Capital Territory have higher participation rates than non-Indigenous Australians. Relative participation rates are substantially lower, both relatively and absolutely, in Queensland, Western Australia and the Northern Territory.

If Indigenous students leave school earlier than non-Indigenous students, as they do, then there is a relatively greater pool of persons available to participate in VET. Hence it could be argued that the apparently (for some parts of Australia) equitable participation rates in VET disguise real differences. This argument becomes a little stronger if it can be claimed that Indigenous Australians are also to a considerable extent excluded from higher education -- and the next section argues that they are.

The major feature of the participation rates for 15 to 19 year-olds -- the apparently equitable participation rates -- is repeated, more or less, for the participation of 20 to 24 year-olds in VET. Differential participation in schooling cannot be used to explain these results.

Prior Schooling

VET has traditionally provided a post-school pathway for young people who leave school early -- and young Indigenous Australians are more likely to leave school early. Table 6 shows the number of years of schooling completed for Indigenous and non-Indigenous Australians. A major feature is the difference in the distributions of the two groups -- the Indigenous distribution peaks at Year 10 (37.8%) while the non-Indigenous distribution peaks at Year 12 (42.0%).

The VET sector is to some extent serving different purposes for Indigenous and non-Indigenous Australians. For Indigenous Australians, VET is principally an alternative to schooling as a means for continuing education and training while for non-Indigenous Australians it is more (though by no means entirely) an add-on to 12 years of schooling. The difference is one of complements and supplements. Given this difference, lower apparent outcomes from VET should be expected for Indigenous Australians -- a proposition that is consistent with findings presented later in this report.

There are quite large differences between the percentages of Indigenous and non-Indigenous Australians enrolled in VET after completing Year 12 -- nation-wide the difference is greater than 20 percentage points and represents a ratio of about two and a half to one -- which is broadly consistent with the difference in Year 12 retention rates. The VET sector recruits broadly across the spectrum of school completion for both Indigenous and non-Indigenous students. The key to further improvement of the profile of Indigenous Australians within this sector in part lies in further improvement of outcomes in the school sector.

Types of Vocational Education and Training

Tables 7, 8 and 9 provide information on the relative enrolments of Indigenous and non-Indigenous Australians in different types of education and training. The tables deal with field of study, qualification and stream of study respectively. There is evidence of differences in each and that Indigenous Australians are often systematically over-represented in courses providing lower level skills which, in turn, are likely to be associated with lower labour market outcomes.

Table 5 **Participation Rates in Vocational Education and Training for Indigenous and Non-Indigenous Australians by State and Sex: 15 to 19 and 20 to 24 Year-olds in 1996.**

		Male		*Female*		*Persons*	
Indigenous . . .		*Indig.* %	*Non-Ind.* %	*Indig.* %	*Non-Ind.* %	*Indig* %	*Non-Ind.* %
15 to 19 year-olds							
Aust.	*Participation rate*	28.4	30.9	23.7	23.4	26.0	27.5
	Ratio	0.92		1.01		0.95	
NSW	*Participation rate*	35.7	32.2	30.5	27.4	33.1	30.5
	Ratio	1.11		1.12		1.09	
Vic.	*Participation rate*	41.5	29.2	27.5	18.4	34.3	24.0
	Ratio	1.42		1.50		1.43	
Qld	*Participation rate*	25.1	33.7	19.7	27.2	22.4	30.6
	Ratio	0.74		0.72		0.73	
SA	*Participation rate*	30.7	23.2	32.4	17.4	31.6	20.4
	Ratio	1.33		1.87		1.55	
WA	*Participation rate*	21.4	33.3	20.0	22.9	20.7	28.3
	Ratio	0.64		0.87		0.73	
Tas.	*Participation rate*	26.9	27.5	19.5	17.4	23.2	22.6
	Ratio	0.98		1.12		1.02	
NT	*Participation rate*	22.5	35.8	18.1	30.5	20.3	33.5
	Ratio	0.63		0.59		0.61	
ACT	*Participation rate*	29.4	22.7	29.0	18.5	29.2	20.6
	Ratio	1.30		1.57		1.42	
20 to 24 year-olds							
Aust.	*Participation rate*	25.1	25.0	18.1	19.6	21.5	22.4
	Ratio	1.01		0.92		0.96	
NSW	*Participation rate*	30.4	25.5	22.5	22.2	26.4	24.1
	Ratio	1.19		1.01		1.09	
Vic.	*Participation rate*	46.9	31.0	27.5	21.4	37.0	26.2
	Ratio	1.51		1.29		1.41	
Qld	*Participation rate*	16.7	19.0	13.6	13.7	15.1	16.4
	Ratio	0.88		0.99		0.92	
SA	*Participation rate*	37.0	22.7	24.1	20.4	30.4	21.6
	Ratio	1.63		1.18		1.41	
WA	*Participation rate*	19.7	22.4	14.8	18.3	17.2	20.4
	Ratio	0.88		0.81		0.85	
Tas.	*Participation rate*	19.0	21.1	8.5	15.4	13.6	18.3
	Ratio	0.90		0.56		0.74	
NT	*Participation rate*	25.6	29.5	17.8	23.8	21.7	26.7
	Ratio	0.87		0.75		0.81	
ACT	*Participation rate*	19.6	21.8	16.5	16.4	18.0	19.2
	Ratio	0.90		1.00		0.94	

See *Notes to Tables*

Table 6 **Year Left School by State and Region for 15 to 19 Year-old Indigenous and Non-Indigenous Students Enrolled in Vocational Education and Training Courses, 1996**

Year left school . . .	*7*		*8*		*9*		*10*		*11*		*12*	
Indigenous . . .	Ind.	Non	Ind.	Non	Ind.	Non	Ind.	Non	Ind.	Non	Ind.	Non
Males												
Australia %	1.5	0.3	3.3	0.7	24.7	6.5	38.0	34.5	17.1	20.2	15.5	37.9
Capital City %	1.4	0.3	3.2	0.7	22.2	5.7	37.1	30.7	18.5	19.7	17.6	42.8
Other Urban %	2.1	0.1	1.4	0.3	23.0	6.8	40.5	41.2	14.4	17.8	18.6	33.8
Rural %	0.8	0.3	2.9	0.7	27.8	8.0	37.5	40.6	16.1	21.6	15.0	28.8
Remote %	3.2	0.2	5.5	0.9	23.4	5.4	39.8	35.8	17.9	24.1	10.2	33.5
NSW %	0.3	0.1	0.0	0.0	31.8	7.4	40.1	43.7	14.9	16.1	12.9	32.7
Vic %	4.2	0.7	10.7	1.7	26.8	8.6	36.0	28.2	11.5	23.7	10.7	37.2
Qld %	1.5	0.1	3.6	0.5	15.5	3.2	34.1	29.7	19.2	18.9	26.0	47.6
SA %	3.0	0.4	7.0	1.3	24.1	4.4	36.2	17.2	18.6	32.1	11.1	44.7
WA %	1.5	0.1	4.4	0.4	16.2	3.3	44.6	31.4	19.0	23.4	14.4	41.4
Tas. %	0.9	0.2	1.7	0.3	6.0	4.2	52.1	42.8	28.2	26.1	11.1	26.4
NT %	3.0	0.0	5.5	1.6	40.2	17.6	25.6	30.5	19.6	20.3	6.0	30.0
ACT %	2.9	0.4	14.7	0.8	23.5	5.3	20.6	22.3	11.8	10.7	26.5	60.4
Females												
Australia %	1.5	0.2	2.7	0.3	19.3	5.1	37.6	28.7	19.2	17.6	19.7	48.1
Capital City %	0.9	0.2	2.2	0.3	16.1	4.4	34.7	25.0	20.9	17.0	25.1	53.1
Other Urban %	0.0	0.1	0.0	0.2	21.2	6.0	35.1	35.0	16.8	16.4	26.9	42.4
Rural %	0.3	0.2	1.8	0.3	22.0	6.4	39.9	34.7	18.8	19.0	17.2	39.4
Remote %	5.9	0.0	6.9	0.5	17.8	5.5	37.9	29.8	18.3	23.2	13.2	40.9
NSW %	0.1	0.1	0.0	0.0	25.6	6.4	40.8	37.2	17.2	18.6	16.3	37.7
Vic. %	2.4	0.4	6.6	0.8	21.1	5.9	27.7	19.4	22.3	16.0	19.9	57.6
Qld %	0.5	0.1	1.6	0.3	10.9	2.2	35.2	25.8	21.0	17.0	30.8	54.5
SA %	2.3	0.4	8.5	0.6	14.6	3.6	34.7	13.9	27.2	21.3	12.7	60.1
WA %	1.7	0.2	5.1	0.5	16.0	3.6	43.9	23.8	16.5	15.1	16.8	56.8
Tas. %	0.0	0.3	2.3	0.2	4.7	3.0	38.4	32.7	31.4	23.9	23.3	39.9
NT %	10.1	0.0	7.6	0.5	24.2	11.5	28.8	19.8	15.2	21.2	14.1	47.0
ACT %	2.9	0.3	2.9	1.0	20.0	4.2	22.9	13.7	14.3	10.3	37.1	70.6
Persons												
Australia %	1.5	0.2	3.0	0.5	22.2	5.9	37.8	32.2	18.1	19.2	17.4	42.0
Capital City %	1.2	0.3	2.8	0.6	19.5	5.2	36.1	28.4	19.6	18.6	20.9	47.0
Other Urban %	1.2	0.1	0.8	0.3	22.2	6.4	38.4	38.5	15.4	17.2	22.0	37.5
Rural %	0.5	0.2	2.4	0.5	25.0	7.4	38.7	38.2	17.4	20.6	16.1	33.0
Remote %	4.6	0.1	6.2	0.8	20.6	5.5	38.8	33.7	18.1	23.8	11.7	36.1
NSW %	0.2	0.1	0.0	0.0	28.9	7.0	40.5	40.8	16.0	17.2	14.5	34.9
Vic. %	3.5	0.6	9.1	1.4	24.6	7.6	32.8	25.1	15.7	21.0	14.3	44.4
Qld %	1.1	0.1	2.7	0.4	13.4	2.8	34.6	28.1	20.0	18.1	28.2	50.5
SA %	2.7	0.4	7.8	1.0	19.2	4.1	35.4	15.9	23.1	27.9	11.9	50.6
WA %	1.6	0.2	4.7	0.4	16.1	3.4	44.3	28.5	17.8	20.2	15.5	47.4
Tas. %	0.5	0.2	2.0	0.3	5.4	3.8	46.3	39.1	29.6	25.3	16.3	31.3
NT %	6.5	0.0	6.5	1.2	32.2	15.3	27.2	26.5	17.4	20.7	10.1	36.4
ACT %	2.9	0.3	8.7	0.9	21.7	4.8	21.7	18.7	13.0	10.5	31.9	64.7

See *Notes to Tables*

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Table 7 **Field of Study of Course for Indigenous and Non-Indigenous Australians Enrolled in Vocational Education and Training by Age, 1996**

Age . . .	*17 and under*		*18-19 yrs*		*19 & under*		*20-24 yrs*	
Indigenous . . .	*Indig.*	*Non Ind.*	*Indig.*	*Non-Ind.*	*Indig.*	*Non-Ind.*	*Indig.*	*Non-Ind.*
Land & Marine Resources, Animal Husbandry	8.4	5.6	6.8	4.2	7.8	4.8	6.5	4.2
Architecture, Building	4.4	7.5	6.9	9.2	5.4	8.5	6.1	8.7
Art, Humanities & Social Sciences	7.6	5.0	7.8	4.8	7.7	4.9	9.1	6.4
Business, Administration Economics	12.5	16.1	15.3	20.4	13.6	18.5	14.1	22.5
Education	0.7	0.3	1.5	0.3	1.0	0.3	1.7	0.7
Engineering, Surveying	9.3	19.5	9.5	20.9	9.4	20.3	7.5	19.6
Health, Community Services	4.5	5.8	6.7	6.9	5.4	6.4	8.2	7.6
Law, Legal Studies	0.0	0.1	0.1	0.6	0.1	0.4	0.3	0.7
Science	1.2	2.8	1.3	3.2	1.2	3.0	1.3	3.9
Veterinary Science, Animal Care	0.1	0.3	0.0	0.2	0.1	0.3	0.1	0.3
Services, Hospitality, Transportation	10.6	18.3	10.1	15.2	10.4	16.5	7.5	11.3
TAFE Multi-Field Education	40.7	18.8	33.9	14.2	37.9	16.2	37.5	13.9
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
n=	7015	126545	4859	168522	11874	295067	9089	254109

See *Notes to Tables*

Table 7, for instance, shows that although there is participation by Indigenous Australian across all fields of study, Indigenous Australians are over-represented in Multi-field education -- a field that includes basic literacy and numeracy courses, pre-vocational and pre-employment courses, general skills development courses and general secondary education.

The over-representation occurs as much for 20 to 24 year-olds as for 15 to 19 year-olds -- although marginally more persons under 17 than 18-19 year-olds participate in these courses. This pattern re-enforces the view that participation in VET is an alternative pathway for Indigenous Australians out of school -- and one that, while perhaps providing skills, is unlikely to provide higher-end qualifications.

The results in Table 8 support the view that Indigenous Australians in VET are over-represented at the lower-end of the qualification range. Table 8 shows the current bi-classification system of Australian Qualification Framework (AQF) awards and the older award structure. Within the AQF structure there is relatively little difference between Indigenous and non-Indigenous participation in the lower end of the hierarchy (Senior Secondary and Certificates 1 and 2), but certainly lower

Table 8 Qualification of Course for Indigenous and Non-Indigenous Australians Enrolled in Vocational Education and Training by Age, 1996

Age . . .	*17 and under*		*18-19 yrs*		*19 & under*		*20-24 yrs*	
Indigenous . . .	*Indig.*	*Non Ind.*	*Indig.*	*Non-Ind.*	*Indig.*	*Non-Ind.*	*Indig.*	*Non-Ind.*
Diploma	0.0	0.2	0.3	0.6	0.1	0.4	0.2	0.7
Associate Diploma	0.5	1.2	2.7	9.7	1.4	6.0	3.2	11.6
Adv. Cert. - Post Trade	0.1	0.2	0.2	0.5	0.1	0.4	0.1	0.7
Adv. Cert. - Other	0.9	1.0	1.6	3.6	1.2	2.5	2.1	5.3
Certificate - Trade	3.0	8.7	5.4	14.1	4.0	11.8	3.7	10.6
Certificate - NEC	36.2	20.8	31.8	13.2	34.4	16.5	30.9	12.9
Endorsements to Cert.	0.0	0.0	0.0	0.1	0.0	0.0	0.0	0.2
Statement of Attainment	16.7	17.3	16.8	13.4	16.7	15.0	18.0	15.1
Certificate of Competency	1.9	0.3	1.6	0.3	1.8	0.3	1.1	0.5
Certificate of Proficiency	0.4	0.0	0.7	0.1	0.5	0.1	0.6	0.1
AQF - Senior Secondary	0.2	0.7	0.1	0.7	0.2	0.7	0.1	0.5
AQF - Certificate I	8.3	9.0	5.9	2.5	7.3	5.3	5.3	1.9
AQF - Certificate II	11.5	13.2	9.5	5.8	10.7	9.0	10.0	4.5
AQF - Certificate III	5.0	10.0	7.0	9.0	5.8	9.4	6.2	6.9
AQF - Certificate IV	2.0	1.1	2.2	4.3	2.1	2.9	2.6	4.3
AQF - Diploma	0.8	1.9	1.9	7.7	1.3	5.2	1.7	6.1
AQF - Advanced Diploma	0.1	0.4	0.4	2.4	0.2	1.5	0.4	2.7
AQF - Bachelor's Degree	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Other Qualifications	2.9	5.1	2.7	3.9	2.8	4.4	4.2	6.0
Not App. - Non Award	9.7	9.0	9.4	8.1	9.5	8.5	9.7	9.5
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
n =	7015	126545	4859	168522	11874	295067	9089	254109

See *Notes to Tables*

participation at the upper end of qualifications. The largest difference, however, is the substantial over-representation in the lowest category of the previous award nomenclature system - *Certificate - Not Elsewhere Classified* -- 34.4% of non-Indigenous 15 to 19 year-old enrolments compared with 16.5% of non-Indigenous enrolments. The difference persists across age groups and is therefore less likely to be simply the result of Indigenous students having lower levels of schooling.

Results for the stream of study of enrolment tell a similar story -- Indigenous Australians are substantially over-represented at the lower end of the skills profile. Nearly 40% of 15 to 19 year-old Indigenous Australians in VET are in courses that deal with Basic Employment Skills or Educational Preparation, compared with about 20% of non-Indigenous Australians. There seems to be relatively little flow-through of students from these courses to further qualification because the situation is similar among 20 to 24 year-olds.

Table 9 Stream of Course for Indigenous and Non-Indigenous Australians Enrolled in Vocational Education and Training by Age, 1996

Age . . .	*17 and under*		*18-19 yrs*		*19 & under*		*20-24 yrs*	
Indigenous . . .	*Indig.*	*Non Ind.*	*Indig.*	*Non-Ind.*	*Indig.*	*Non-Ind.*	*Indig.*	*Non-Ind.*
Basic Employment Skills	27.6	13.4	21.7	7.3	25.2	9.9	22.5	10.5
Educational Preparation	13.8	10.7	11.4	7.6	12.8	9.0	13.7	5.9
Operatives: Initial	22.0	23.0	19.4	12.7	20.9	17.1	19.6	13.7
Recog. Trades: Part Exempt	7.2	10.3	5.0	3.3	6.3	6.3	3.7	1.6
Recog. Trades: Complete	4.2	14.4	9.7	22.9	6.5	19.3	6.7	16.3
Other Skills: Part Exempt	9.8	9.9	9.5	5.3	9.7	7.3	9.5	4.8
Other Skills: Complete	11.2	10.6	13.3	8.5	12.1	9.4	12.5	8.7
Trade Tech./Supervisory	0.9	1.7	2.2	7.6	1.4	5.1	3.0	10.1
Para-prof. Technician	0.7	0.9	1.3	2.0	0.9	1.6	1.1	1.7
Para-prof. Higher Tech.	1.3	2.8	4.3	17.0	2.5	10.9	4.9	17.2
Professional	0.1	0.3	0.5	1.9	0.3	1.2	0.5	2.4
Operatives: Post Initial	0.5	0.7	1.1	1.4	0.7	1.1	1.0	1.9
Trades/Other Skills: Post Init.	0.5	0.9	0.5	1.7	0.5	1.4	0.9	4.2
Trade Tech/Super: Post Init.	0.1	0.2	0.2	0.4	0.1	0.3	0.1	0.4
Para-prof Tech: Post Initial	0.0	0.0	0.1	0.1	0.0	0.1	0.1	0.3
Para-prof High Tech: Post Init.	0.0	0.0	0.0	0.1	0.0	0.0	0.1	0.2
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
n =	7015	126545	4859	168522	11874	295067	9089	254109

See *Notes to Tables*

The key feature of the participation of Indigenous Australians in VET probably follows from their greater participation at the lower end of the skills profile of courses. Indigenous Australians are far less likely to obtain qualifications -- Basic Vocational Qualifications or Skilled Vocational Qualifications -- from their participation in VET than non-Indigenous Australians. This is discussed in a later section.

HIGHER EDUCATION

This section draws on information from the Higher Education Student Data Collection to present results regarding the participation of 15 to 19 year-old Indigenous Australians in higher education. The Collection is based on student enrolment records supplied by universities in a common format to DEETYA.

The results presented in this section show that participation in higher education by Indigenous youth is substantially lower than for non-Indigenous youth. In previous sections it was found that Indigenous young people had levels of participation in tertiary education which were lower than for the general population, but levels of participation in vocational education and training which broadly corresponded to that of the overall population. A finding that the participation of Indigenous Australians is lower in the other major component of tertiary education -- higher education -- is consistent with these results.

Participation Rates

The higher education participation rate of Indigenous 15 to 19 year-olds is about a quarter of the participation rate of non-Indigenous 15 to 19 year-olds. Table 10 shows that about 10.8% of non-Indigenous 15 to 19 year-olds were enrolled in higher education in 1996. The corresponding rate for Indigenous Australians was 2.6%. Table 10 shows the ratio of these two values -- 0.24, or about a quarter. The ratios in Table 10 show the extent to which participation rates for Indigenous youth differ from the participation rates for non-Indigenous youth -- the further below one, the greater the inequality.

In Table 10 we have a small percentage (2.6% of Indigenous 15 to 19 year-olds) of a small part of the population (about 2.6% of the 15 to 19 year-old population). The number of Indigenous students recorded as participating in higher education in 1996, 966, is too small to sustain separate analyses by State or State separately for males and females. The participation rates are presented in Table 10 in any case, but their interpretation should be treated with care. In fact, the attempt to produce participation rates for Indigenous students by marrying two different sources -- population estimates derived principally from the census and enrolment data from administrative records -- itself creates uncertainties. The differences in Table 10, however, exist regardless of methodological considerations. Refinement would make them only a little smaller or larger.

Participation rates for Indigenous females are higher than for Indigenous males, almost by a factor of two. This largely reflects differences in the wider population, although participation rates for Indigenous females are somewhat closer to those of non-Indigenous females than is the case for males.

Table 10 also shows higher education participation rates for 20 to 24 year-olds. These are substantially higher than the rates for 15 to 19 year-olds for Indigenous and non-Indigenous males and females. The differences in the extent of participation in higher education between Indigenous and non-Indigenous

Australians are marginally lower for 20 to 24 year-olds. This points to a slightly greater tendency for delayed entry to higher education by Indigenous youth.

Table 10 Age Participation Rates in Higher Education for Indigenous and Non-Indigenous Australians by State and Sex: 15 to 19 and 20 to 24 Year-olds, 1996

Indigenous . . .		*Male*		*Female*		*Persons*	
		Indig. %	*Non-Ind.* %	*Indig.* %	*Non-Ind.* %	*Indig* %	*Non-Ind.* %
15 to 19 year-olds							
Aust.	*Participation rate*	1.9	8.9	3.3	12.8	2.6	10.8
	Ratio	0.22		0.26		0.24	
NSW	*Participation rate*	1.8	7.2	2.5	10.8	2.1	8.9
	Ratio	0.24		0.23		0.24	
Vic.	*Participation rate*	3.7	9.9	6.9	14.3	5.3	12.0
	Ratio	0.37		0.48		0.44	
Qld	*Participation rate*	2.2	9.5	4.3	13.9	3.3	11.6
	Ratio	0.23		0.31		0.28	
SA	*Participation rate*	1.5	10.1	3.1	14.1	2.3	12.1
	Ratio	0.15		0.22		0.19	
WA	*Participation rate*	1.9	9.4	2.9	12.0	2.4	10.6
	Ratio	0.20		0.24		0.22	
Tas.	*Participation rate*	2.9	7.7	2.6	9.6	2.8	8.6
	Ratio	0.37		0.27		0.32	
NT	*Participation rate*	0.8	5.8	1.7	10.6	1.2	7.9
	Ratio	0.14		0.16		0.16	
ACT	*Participation rate*	7.4	16.4	8.9	19.1	8.2	17.7
	Ratio	0.45		0.47		0.46	
20 to 24 year-olds							
Aust.	*Participation rate*	3.7	14.6	5.3	17.5	4.5	16.0
	Ratio	0.25		0.30		0.28	
NSW	*Participation rate*	3.8	14.0	5.7	16.7	4.8	15.3
	Ratio	0.27		0.34		0.31	
Vic.	*Participation rate*	7.3	16.9	9.7	20.9	8.5	18.8
	Ratio	0.43		0.47		0.45	
Qld	*Participation rate*	3.3	12.5	4.3	15.0	3.8	13.7
	Ratio	0.26		0.28		0.28	
SA	*Participation rate*	4.7	14.4	5.9	16.8	5.3	15.6
	Ratio	0.33		0.35		0.34	
WA	*Participation rate*	3.2	12.6	4.5	15.3	3.8	13.9
	Ratio	0.25		0.30		0.28	
Tas.	*Participation rate*	4.0	13.0	4.6	13.6	4.3	13.3
	Ratio	0.31		0.34		0.33	
NT	*Participation rate*	2.1	9.3	4.5	18.3	3.3	13.3
	Ratio	0.23		0.25		0.25	
ACT	*Participation rate*	16.1	30.7	14.8	32.0	15.4	31.4
	Ratio	0.52		0.46		0.49	

See *Notes to Tables*

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Enrolment in Higher Education

Tables 11, 12 and 13 show the basis for admission of 15 to 19 year-old Indigenous and non-Indigenous students who enrolled in higher education for the first time in 1996, their prior educational qualifications, and the types of courses in which they enrolled, respectively. These tables show that, compared with non-Indigenous students:

- Indigenous students were less likely to be admitted to higher education courses on the basis of their Year 12 study, but more likely to be admitted on the basis of special entry, an examination conducted by the university, or other criteria.

- Indigenous students were less likely to have completed Year 12, but more likely to have completed some other qualification.

- Indigenous students were substantially less likely to enrol in a degree and more likely to enrol in a diploma or enabling course.

These results suggest that Indigenous students coming more or less directly from school are less prepared for higher education than non-Indigenous school leavers.

There is a puzzling aspect to these results. The Year 12 retention rate for Indigenous students is about 40% of that of non-Indigenous students, yet the higher education participation rate is 24% of that of non-Indigenous students. These two values suggest that there is a significantly higher proportion of Indigenous Year 12 students who do not go on to higher education. The previous section did not show that these Indigenous students were disproportionately attracted to the VET sector. Table 12, however, shows substantial numbers of Indigenous students entering higher education without Year 12 when there should be a pool of Indigenous Year 12 graduates available.

The lower levels of participation by Indigenous youth in higher education can be attributed to the relatively poor schooling outcomes for Indigenous students. This assertion may not be as obvious as it seems. Given that there are substantial differences in schooling outcomes between Indigenous and non-Indigenous youth, the overwhelmingly lower Indigenous participation rate in higher education should mean that higher education institutions are selecting students intensively from the upper end of the distribution of school achievement for Indigenous youth -- and the school achievement of that upper end may not be too different from the school achievement of many non-Indigenous young people who enter higher education.

The question, then, is why the Indigenous students who enter higher education are so much less likely to have completed Year 12 and why they are so much more likely to undertake enabling courses. This seems to be an issue for the higher education sector to address. Poorer outcomes from the school sector for

Indigenous students may provide a limit on expansion of participation in higher education, but it may not explain the different admission. enrolment and educational backgrounds of Indigenous students given their current low level of participation.

Table 11 Basis for Admission to Higher Education for 15 to 19 Year-old Indigenous and Non-Indigenous Students New to Higher Education, 1996

Basis for Admission	*Males*		*Females*		*Persons*	
Indigenous . . .	Indig. %	Non-I. %	Indig. %	Non-I. %	Indig. %	Non-I. %
A complete or incomplete TAFE qualification	1.3	0.8	0.2	0.8	0.6	0.8
Year 12 at school or elsewhere	37.7	92.4	47.3	90.3	43.8	91.2
Special entry	36.4	3.1	30.3	4.2	32.5	3.7
An examination conducted by the university	13.8	2.7	13.5	3.8	13.6	3.3
Other	10.8	1.0	8.6	0.9	9.5	0.9
Total	100.0	100.0	100.0	100.0	100.0	100.0
Number of students	231	31,111	393	41498	624	72609

See *Notes to Tables*

Table 12 Educational Background prior to Course Entry for 15 to 19 Year-old Indigenous and Non-Indigenous Students New to Higher Education, 1996

Educational Background		*Males*		*Females*		*Persons*	
Indigenous . . .		Indig. %	Non-I. %	Indig. %	Non-I. %	Indig. %	Non-I. %
TAFE Diploma	*None*	98.7	98.8	99.0	99.0	98.9	98.9
	Incomplete	1.3	0.9	0.5	0.8	0.8	0.8
	Complete	0.0	0.3	0.5	0.3	0.3	0.3
TAFE Award	*None*	93.9	98.8	97.5	98.6	96.1	98.7
	Incomplete	2.6	0.4	1.3	0.5	1.8	0.4
	Complete	3.5	0.8	1.3	0.9	2.1	0.8
TAFE Year 12		6.1	5.6	6.9	6.8	6.6	6.3
School Year 12		78.7	96.9	79.6	96.6	79.3	96.7
Other Qualification		12.9	2.8	8.9	3.4	10.4	3.2

See *Notes to Tables*

Table 13 Level of Course in which Enrolled for 15 to 19 Year-old Indigenous and Non-Indigenous Students New to Higher Education, 1996

Level of Course	*Males*		*Females*		*Persons*	
Indigenous . . .	Indig. %	Non-I. %	Indig. %	Non-I. %	Indig. %	Non-I. %
Bachelor's Pass or Honours	56.3	96.6	66.7	97.8	62.8	97.3
Advanced Diploma or Diploma	10.0	2.6	6.6	1.4	7.8	1.9
Enabling	31.2	0.4	26.0	0.5	27.9	0.5
Other	2.6	0.4	0.8	0.2	1.4	0.3
Total	100.0	100.0	100.0	100.0	100.0	100.0
Number of students	231	31111	393	41498	624	72609

See *Notes to Tables*

Table 14 New to Higher Education, Commencing and Continuing: 15 to 19 Year-old Higher Education Students, 1996

Sex . .	*Males*		*Females*		*Persons*	
Indigenous . . .	Indig. %	Non-I. %	Indig. %	Non-I. %	Indig. %	Non-I. %
New to Higher Education	65.8	55.8	63.9	54.6	64.6	55.1
Commencing	8.6	6.4	9.6	7.2	9.2	6.8
Continuing	25.6	37.9	26.5	38.2	26.2	38.1
Total	100.0	100.0	100.0	100.0	100.0	100.0
Number of students	351	55802	615	76038	966	131840

See *Notes to Tables*

Staying in Higher Education

Table 14 shows that Indigenous students, having enrolled in higher education, are less likely to stay there. Previous tables in this section were based on students who were new to higher education -- those who enrolled in a university for the first time in 1996. Table 14, however, is based on all 15 to 19 year-old students who were enrolled in 1996. There are differences in the percentages of Indigenous and non-Indigenous students who were commencing and who were continuing -- 64.6% of Indigenous students were in their first year at a university, a further 9.2% were commencing a course (but not their first higher education course), and 26.2% were continuing. For non-Indigenous students, the percentage entering higher education was smaller and the percentage continuing larger. These values suggest a lower retention rate for Indigenous students within higher education and ultimately a lower graduation rate.

Some of this difference is consistent with the higher rate of enrolment of Indigenous students in enabling courses. The category of commencing students contains students who complete an enabling course and proceed to a subsequent course -- and the percentage of Indigenous students in this category is, as expected, higher. This is not sufficiently high, however, to offset the higher attrition rates for Indigenous students. Assuming that the ratio of Indigenous and non-Indigenous enrolments has been similar for 1994 and 1995, the results in Table 14 point clearly to lower retention rates for Indigenous students.

EDUCATIONAL ATTAINMENTS

Educational qualifications are the outcomes of the process of educational participation. They represent the joint probability of participation in a course leading to a qualification and of successful completion of the course. Tables 15a, 15b, and 15c show the highest level of educational attainment for males, females and persons respectively. These tables will be referred to collectively as Table 15.

It makes little sense to examine the educational attainments of 15 to 19 year-olds because many in that group will not have had the opportunity to complete a course. The values in Table 15 are for 20 to 24 year-olds. Hence the qualifications are the result of educational participation undertaken from the late 1980s to 1996. Given the results of the previous sections, it is unlikely that the educational attainments of Indigenous Australians aged 15 to 19 at the time of the 1996 Census will be any higher when they are aged 20 to 24. There will, however, be variations in the level of qualifications among States and between regions.

There are several features of Table 15 that require explanation. First it presents two discrete sets of results -- mean age left school and highest educational attainment. Second, the values for educational attainment are percentaged across the table and sum to 100 per cent within the Indigenous and non-Indigenous categories. The first value in Table 15 for educational attainment should therefore be read as *24.2% of Indigenous Australians aged 20 to 24 in capital cities have left school at age 15 or earlier as their highest educational attainment*. Third, comparisons should therefore be made between Indigenous and non-Indigenous values within a given level of attainment and a given row. Hence, 24.2% would be compared with 7.7% in order to examine differences between the Indigenous and non-Indigenous populations. Fourth, values are presented for *Ex-Capital City* which is other urban and rural. It proved difficult to construct direct comparisons with 1991 for other urban and rural (these values are derived from a different source than the values in Table 4 -- a source subject to more introduced random error). Comparisons between 1991 and 1996 can therefore be made only for the capital city and not-capital city regions. Regional comparisons within 1996, however, can be made for capital city, other urban and rural. Fifth, regional (and State) differences are clouded by the possibility of movement between regions (and States). It is arguable (though hard evidence is absent) that persons with more years of schooling and higher educational attainments are more likely to move from rural to other areas, thereby inflating values for those areas and reducing estimates for rural areas. Sixth, the values for many post-school attainments, particularly for the Indigenous population, are quite small. This can produce quite large relative changes for small absolute changes.

Age left school

The measure *Mean age left school* is an approximate measure that summarises the level of schooling of a group of individuals. It cannot be directly translated into Years of schooling or Highest Year-level completed. Nevertheless, there is a sense in which it reflects differences in the amount of schooling received. The values in Table 15 are an approximation because the ages were truncated at *age 14 or below* and *at age 19 or above*. This is likely to have produced some over-estimation of values, particularly for the Indigenous population -- though the effect will be at most modest. Comparisons of these values between States will be affected by the differing age-grade profiles between States.

The Indigenous Population

Among the Indigenous population, the mean age at which 20 to 24 year-olds had left school was 16.1 years. This was only very slightly higher for females (16.2 years) than for males (16.1 years). There are slightly larger differences between regions -- 16.3 years for capital cities, 16.1 for other urban areas, and 15.8 for rural areas. These differences hold for both males and females.

The mean age left school in Queensland is higher for both Indigenous males (16.1 years) and females (16.3 years) than for other States with a similar age-grade structure. This is consistent with other data that indicate higher Indigenous school participation rates and higher apparent Year 12 retention rates for Indigenous students in Queensland. South Australia has similar values -- 16.1 years for males and 16.2 years for females -- possibly reflecting higher apparent Year 12 retention rates in the past. Indigenous students left school at a younger age in Western Australia and the Northern Territory -- 15.7 and 15.6 years respectively for males and 15.7 and 16.1 years respectively for females.

Regional patterns are not always consistent within States. There are instances in which the mean age at which Indigenous students left school are higher in rural or other urban areas than in the capital city. These results suggest that the interpretation of regional differences as the result of rural-urban drift might not be correct.

Indigenous - Non-Indigenous Comparisons

The values in Table 15 show consistently that Indigenous students leave school at a younger age than non-Indigenous students. The differences may not appear huge -- about 0.7 years for males and 0.8 years for females. It is worth noting though that the values in Table 15 suggest that a sizeable difference in Year 12 retention -- the (approximate) gap of 10 percentage points between males and females -- corresponds to a difference of only about 0.1 years in terms of age left school (comparing 16.9 for males and 17.0 for females). Hence these differences are quite large in terms of the way in which school retention figures are usually understood.

The differences between Indigenous and non-Indigenous Australians are relatively consistent among the States -- for both males and females possibly a little smaller in Queensland and Tasmania and a little larger in the Northern Territory.

Changes between 1991 and 1996

Comparison of 20 to 24 year-olds in 1996 with 20 to 24 year-olds in 1991 means moving back in history. If 20 to 24 year-olds in 1996 were the senior secondary school students of the early 1990s, then the 20 to 24 year-olds of 1991 were the senior secondary students of the mid 1980s. These two time points correspond to a period of rapid growth in Year 12 retention across the nation -- a growth that peaked in 1992. It might be expected that measures of Indigenous schooling across this period should also be associated with substantial growth.

Absolute changes The mean age at which Indigenous students had left school increased for 20 to 24 year-olds between the 1991 and 1996 Censuses. Overall, the increase was from 15.8 years to 16.1 years. The size of the increase was more or less consistent (within the limits of rounding) for males and females and for metropolitan and non-metropolitan areas. Increases in average age of school leaving were larger in non-Metropolitan South Australia for males and in non-metropolitan New South Wales and Brisbane for females. Increases were smaller in Melbourne for both males and females, in Hobart and the Australian Capital Territory for males, and in non-metropolitan Queensland, Western Australia and Tasmania for females. In summary, the results in Table 15 point to increases in the age at which Indigenous students left school between the 1991 and 1996 Census for persons aged 20 to 24 at the time of the censuses -- results which refer to schooling in the mid 1980s to the early 1990s.

Relative changes Indigenous Australians participated in the continuing rapid increase in school retention during this period. The question is, did they participate to the same extent as other Australians? Overall, the answer is *Yes, they did*, with some variation between males and females and across States and regions. The average age of leaving school for Indigenous Australians increased by 0.3 years at a time when the average age of leaving school increased 0.2 years for non-Indigenous Australians. The relative increase seemed higher in the cities and lower in non-metropolitan areas. It is possible that the relative outcomes for male Indigenous Australians in non-metropolitan areas declined somewhat.

Qualifications

The greater part of Table 15 presents results which show the distribution of educational attainments and qualifications for Indigenous and non-Indigenous Australians aged 20 to 24 years.

Indigenous Australians

For Australia as a whole, 29.2% of Indigenous Australians aged 20 to 24 at the 1996 Census had left school aged 15 or younger and obtained no post-school qualification; 59.1% had left school aged 16 or over and obtained no post-school qualification, 2.9% had obtained a basic vocational qualification, 5.2% had obtained a skilled vocational qualification, 1.8% had obtained an undergraduate diploma, and 1.8% had obtained a university degree.

There are some differences between males and females. Male Indigenous Australians are slightly more likely to have a post-school qualification (12.5%) than female Indigenous Australians (11.0%). This is largely because of their greater likelihood of obtaining a skilled vocational qualification (principally at this age the result of an apprenticeship or traineeship) -- 8.3% for males compared with 2.2% for females. Females are substantially more likely to obtain other post-school qualifications than are males -- they obtain basic vocational qualifications, diplomas and degrees at almost twice the rate at which males obtain these qualifications (although in all instances the base levels are still quite low). Among those who do not have a post-school qualification, females are also more likely to have stayed at school to age 16 or beyond

There are substantial differences between the educational attainments of Indigenous Australians currently living in capital cities, in other urban areas, and in rural areas. Persons living in capital cities are more likely to have any form of post-school qualification than persons living in other urban areas, who, in turn, are more likely to have any form of post-school qualification than persons living in rural areas. These differences, of course, may reflect inter-regional migration as well as real differences in educational opportunities and outcomes between regions.

There are also differences among the States. Given the number of categories of attainment and male and female differences it is not easy to summarise the wealth of detail in Table 15. One approach is simply to consider the percentage of the Indigenous population with any post-school qualification. By this criterion, for both males and females, educational outcomes are better than the national average for the Indigenous population in Victoria, Tasmania and New South Wales, and worse in the Northern Territory and Western Australia. In South Australia outcomes for males are lower, and for females higher, than for the national average. Values for Queensland are generally close to the national average. The pattern for States was generally repeated for regions within States.

There is variation among States not simply in the percentage of the Indigenous population obtaining a post-secondary qualification, but also in the type of qualification obtained. For instance the percentage of the Indigenous population aged 20 to 24 with a degree is markedly higher in New South Wales, Victoria and Queensland than in the Northern Territory, Western Australia and South Australia. South Australia again exhibits a difference between males and females -- females are much more likely to have obtained a degree than males. Indigenous Australians in Victoria are more likely to have a diploma than other Indigenous Australians while in South Australia they are more likely to have obtained a basic vocational qualification. Males in South Australia have a lower than expected level of skilled vocational qualifications.

Indigenous - Non-Indigenous Comparisons

Nationally, 20 to 24 year-old Indigenous Australians are far less likely to have obtained a post-school qualification (11.7%) than non-Indigenous Australians (33.4%). This is true for both males (12.6% and 32.4%) and females (11.0% and 32.4%). It is also true for males and females within regions. The extent of the difference is reduced, although still large, for capital cities (non-Indigenous Australians are about twice as likely as Indigenous Australians to have obtained a post-school qualification) but is substantially greater for rural areas (non-Indigenous Australians are more than six times as likely as Indigenous Australians to have obtained a post-school qualification).

Within these gross differences there are further inequalities. Among those with no post-school qualification, Indigenous Australians are more likely to have left school early (33.1%) than non-Indigenous Australians (13.7)%. Among those with post-school qualifications, Indigenous Australians are more likely to have obtained basic vocational qualifications (24.8%) than non-Indigenous Australians (13.0%) and are less likely to have obtained a degree (15.3%) than non-Indigenous Australians (35.0%).

It is difficult to track the detail of the differences for males and females across States and regions presented in Table 15. In general terms, it can be noted that differences between Indigenous and non-Indigenous Australians are somewhat less in Queensland, Victoria, Tasmania and parts of South Australia and greater in Western Australia and the Northern Territory.

Table 15a Mean Age Left School and Highest Level of Educational Attainment for Indigenous and Non-Indigenous Australians by State and Region, 1991 and 1996: 20 to 24 year-old Males

State/		*Mean*		*Highest Level of Educational Attainment*											
Year	Region	*age left school*		*Left school 15-*		*Left school 16+*		*Basic Voc. Qual.*		*Skilled Voc. Qual*		*Diploma*		*Degree*	
Indigenous . . .		Ind.	Not	Ind.	Not	Ind.	Not	Ind.	Not	Ind.	Not	Ind.	Not	Ind.	Not
Australia															
1996	*Cap. City*	16.3	17.0	24.2	7.7	58.5	60.0	2.5	2.5	10.4	13.8	1.9	5.3	2.4	10.7
	Other Urban	16.0	16.7	31.6	11.8	56.6	55.7	2.0	2.8	8.2	20.2	0.9	3.9	0.8	5.6
	Rural	15.7	16.5	40.2	16.1	55.4	52.6	0.4	2.5	3.5	21.4	0.2	2.5	0.4	4.8
	Ex-Capital City	16.0	16.7	33.0	12.0	56.4	55.6	1.7	2.8	7.5	20.2	0.8	3.8	0.7	5.6
	All Australia	16.1	16.9	30.4	9.3	57.0	58.3	1.9	2.6	8.3	16.2	1.1	4.8	1.2	8.8
1991	*Cap. City*	16.0	16.8	32.5	11.3	53.4	59.4	1.8	2.1	11.2	16.9	0.6	2.8	0.5	7.3
	Ex Capital City	15.7	16.4	40.2	17.3	51.9	52.7	1.2	2.5	6.1	21.5	0.5	2.4	0.1	3.7
	All Australia	15.8	16.7	38.0	13.2	52.3	57.2	1.4	2.2	7.5	18.4	0.5	2.7	0.2	6.2
NSW															
1996	*Sydney*	16.4	17.1	21.4	6.9	60.4	58.2	2.0	2.5	12.2	15.6	1.5	6.2	2.6	10.6
	Other Urban	16.3	16.8	23.9	9.6	61.5	56.9	2.1	2.9	10.1	21.2	0.9	4.2	1.6	5.2
	Rural	15.8	16.6	34.4	12.5	61.3	54.5	1.4	2.2	2.8	24.4	0.0	2.7	0.0	3.8
	Ex-Sydney	16.3	16.8	24.7	9.7	61.5	56.8	2.0	2.9	9.5	21.3	0.8	4.1	1.4	5.2
	All NSW	16.3	17.0	23.7	8.0	61.1	57.7	2.0	2.6	10.4	17.9	1.0	5.4	1.8	8.5
1991	*Sydney*	16.0	16.8	28.9	9.8	55.9	59.9	2.2	2.3	11.8	18.2	0.6	3.2	0.6	6.8
	Ex Sydney	15.9	16.5	30.4	13.9	58.7	55.6	1.5	2.4	9.1	22.4	0.5	2.3	0.0	3.3
	All NSW	16.0	16.7	29.9	11.2	57.7	58.4	1.7	2.3	10.0	19.6	0.5	2.9	0.2	5.6
Vic.															
1996	*Melbourne*	16.5	17.2	18.9	5.9	57.7	62.8	2.0	2.0	14.3	12.7	4.3	5.7	2.7	11.0
	Other Urban	16.2	16.9	27.3	8.7	51.2	59.5	3.5	2.3	15.3	19.9	2.8	4.2	0.0	5.4
	Rural	16.5	16.8	0.0	11.4	100.0	57.5	0.0	1.9	0.0	21.0	0.0	3.2	0.0	5.0
	Ex-Melbourne	16.2	16.9	26.9	8.8	51.8	59.4	3.4	2.3	15.1	19.9	2.7	4.1	0.0	5.4
	All Vic.	16.4	17.1	22.9	6.7	54.8	61.9	2.7	2.1	14.7	14.8	3.5	5.2	1.4	9.4
1991	*Melbourne*	16.4	17.1	22.5	8.6	60.7	61.9	1.6	1.8	12.7	17.4	0.8	2.5	1.6	7.7
	Ex Melbourne	15.8	16.6	38.4	12.5	49.4	56.0	0.9	2.0	11.3	24.1	0.0	1.9	0.0	3.5
	All Vic.	16.1	17.0	30.0	9.6	55.4	60.5	1.3	1.9	12.1	19.0	0.4	2.4	0.8	6.7
Qld															
1996	*Brisbane*	16.2	16.8	24.6	9.8	57.7	58.6	2.6	2.6	9.8	13.1	2.4	4.5	2.9	11.4
	Other Urban	16.1	16.6	27.6	14.4	59.4	54.3	2.0	2.6	9.3	18.4	1.1	4.1	0.6	6.2
	Rural	15.9	16.3	34.1	21.9	62.9	48.2	0.0	2.3	2.4	19.0	0.0	3.0	0.6	5.6
	Ex-Brisbane	16.1	16.6	28.6	14.6	59.9	54.1	1.7	2.6	8.2	18.5	0.9	4.0	0.6	6.2
	All Qld	16.1	16.7	27.7	12.4	59.4	56.2	1.9	2.6	8.6	16.0	1.2	4.2	1.2	8.5
1991	*Brisbane*	15.8	16.5	34.6	16.5	48.8	55.5	2.2	2.1	12.6	14.4	1.3	3.3	0.4	8.2
	Ex Brisbane	15.9	16.3	36.5	21.8	55.4	49.9	1.3	2.6	5.4	18.5	1.3	3.1	0.1	4.2
	All Qld	15.9	16.4	36.1	19.2	54.0	52.7	1.5	2.3	6.9	16.5	1.3	3.2	0.2	6.1

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Table 15a Mean Age Left School and Highest Level of Educational Attainment for Indigenous and Non-Indigenous Australians by State and Region, 1991 and 1996: 20 to 24 year-old Males (continued)

State/ Year	Region	*Mean age left school*		*Highest Level of Educational Attainment*											
				Left school 15-		*Left school 16+*		*Basic Voc. Qual.*		*Skilled Voc. Qual*		*Diploma*		*Degree*	
Indigenous . . .		Ind.	Not	Ind.	Not	Ind.	Not	Ind.	Not	Ind.	Not	Ind.	Not	Ind.	Not
SA															
1996	*Adelaide*	16.2	16.8	29.8	9.1	60.4	61.3	3.0	3.5	4.5	13.6	1.5	3.7	0.8	8.8
	Other Urban	15.9	16.6	35.4	12.4	54.8	57.2	5.7	4.0	3.3	18.9	0.0	2.2	0.8	5.3
	Rural	16.3	16.5	15.4	14.0	69.2	56.8	0.0	4.0	15.4	20.8	0.0	1.8	0.0	2.6
	Ex-Adelaide	16.0	16.6	33.5	12.5	56.2	57.2	5.2	4.0	4.4	19.0	0.0	2.2	0.7	5.1
	All SA	16.1	16.8	31.7	9.9	58.3	60.3	4.1	3.6	4.5	14.9	0.7	3.4	0.7	7.9
1991	*Adelaide*	15.9	16.6	38.1	13.2	52.8	59.0	2.0	2.5	7.2	16.6	0.0	2.5	0.0	6.2
	Ex Adelaide	15.3	16.2	45.8	20.9	45.8	52.4	2.3	3.0	6.2	19.0	0.0	1.4	0.0	3.3
	All SA	15.6	16.5	42.4	15.0	48.9	57.5	2.2	2.6	6.6	17.1	0.0	2.3	0.0	5.5
WA															
1996	*Perth*	15.9	16.6	36.3	11.7	51.0	56.5	2.4	2.6	7.3	14.0	1.0	5.1	2.0	10.1
	Other Urban	15.6	16.3	46.7	17.4	47.4	47.8	0.5	3.0	4.2	22.4	1.0	3.0	0.3	6.4
	Rural	15.6	16.1	50.9	23.3	39.9	42.4	0.0	3.5	8.2	22.0	1.0	1.6	0.0	7.2
	Ex-Perth	15.6	16.3	47.5	17.8	45.9	47.5	0.4	3.0	5.0	22.4	1.0	2.9	0.2	6.4
	All WA	15.7	16.5	44.3	13.6	47.4	53.6	1.0	2.7	5.7	16.6	1.0	4.4	0.7	9.0
1991	*Perth*	15.5	16.5	49.1	17.1	40.0	54.1	1.1	2.2	9.8	16.6	0.0	2.5	0.0	7.4
	Ex Perth	15.4	16.1	55.5	24.3	40.4	43.8	0.4	2.7	3.6	22.6	0.0	2.0	0.0	4.7
	All WA	15.4	16.4	53.6	19.0	40.3	51.5	0.6	2.4	5.4	18.1	0.0	2.4	0.0	6.7
Tas.															
1996	*Hobart*	16.3	16.8	16.1	10.9	59.1	61.4	2.2	2.8	20.4	12.3	0.0	2.6	2.2	10.0
	Other Urban	16.0	16.3	27.4	16.6	52.6	53.2	2.5	2.6	16.6	20.4	0.0	2.5	0.8	4.7
	Rural	15.9	16.3	15.4	17.5	48.7	56.3	7.7	2.7	28.2	18.1	0.0	1.3	0.0	4.0
	Ex-Hobart	16.0	16.3	26.3	16.6	52.3	53.4	3.0	2.6	17.8	20.3	0.0	2.4	0.8	4.6
	All Tas.	16.1	16.5	23.6	14.7	54.0	56.1	2.8	2.7	18.4	17.6	0.0	2.4	1.1	6.5
1991	*Hobart*	16.2	16.6	16.7	13.0	64.4	60.5	4.5	2.2	14.4	16.1	0.0	1.8	0.0	6.3
	Ex Hobart	15.8	16.1	22.8	19.9	53.7	51.2	2.2	2.3	20.1	21.7	0.0	2.0	1.1	2.9
	All Tas.	15.9	16.3	20.8	17.0	57.3	55.2	3.0	2.3	18.3	19.3	0.0	1.9	0.8	4.3
NT															
1996	*Darwin*	16.5	16.9	17.9	8.9	55.0	57.3	4.7	3.3	10.1	17.0	1.2	4.3	1.2	9.1
	Other Urban	15.5	16.6	41.3	13.2	53.6	47.6	1.3	3.5	3.1	24.7	0.2	4.6	0.4	6.5
	Rural	15.5	16.6	46.0	11.9	53.5	56.0	0.0	3.8	0.0	19.5	0.0	2.5	0.5	6.3
	Ex-Darwin	15.5	16.6	42.7	13.1	53.6	48.1	0.9	3.5	2.2	24.4	0.2	4.4	0.5	6.4
	All NT	15.6	16.7	39.8	11.1	54.9	52.5	1.4	3.4	3.1	20.9	0.3	4.4	0.5	7.7
1991	*Darwin*	16.3	16.6	25.6	11.8	64.1	54.6	0.0	3.1	10.3	22.1	0.0	3.2	0.0	5.2
	Ex Darwin	15.3	16.4	47.7	16.4	49.2	45.6	0.9	3.4	2.1	24.3	0.0	4.6	0.0	5.6
	All NT	15.4	16.5	44.9	13.9	51.1	50.5	0.8	3.2	3.1	23.1	0.0	3.9	0.0	5.4
ACT															
1996	*All ACT*	16.9	17.4	14.4	4.2	65.4	65.1	2.0	3.5	7.8	8.5	3.9	4.5	6.5	14.3
1991	*All ACT*	16.5	17.3	16.0	4.8	72.0	67.4	0.0	2.1	4.0	10.9	4.0	2.9	4.0	11.9

See *Notes to Tables*

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Table 15b Mean Age Left School and Highest Level of Educational Attainment for Indigenous and Non-Indigenous Australians by State and Region, 1991 and 1996: 20 to 24 year-old Females

State/ Year	Region	*Mean age left school*		*Highest Level of Educational Attainment* — *Left school 15-*		*Left school 16+*		*Basic Voc. Qual.*		*Skilled Voc. Qual*		*Diploma*		*Degree*	
Indigenous . . .		Ind.	Not	Ind.	Not	Ind.	Not	Ind.	Not	Ind.	Not	Ind.	Not	Ind.	Not
Australia															
1996	*Cap. City*	16.4	17.1	23.4	7.7	60.6	58.0	5.1	5.6	3.2	3.6	3.2	9.0	4.6	16.1
	Other Urban	16.1	16.8	28.7	12.1	61.5	58.8	3.9	6.3	2.0	4.8	2.4	7.9	1.5	10.0
	Rural	15.9	16.7	37.0	14.9	58.8	56.4	0.5	6.5	1.1	5.1	1.6	6.3	0.9	10.7
	Ex-Capital City	16.1	16.8	29.9	12.2	61.1	58.7	3.4	6.3	1.8	4.9	2.2	7.8	1.4	10.1
	All Australia	16.2	17.0	28.0	9.3	61.0	58.3	3.9	5.9	2.2	4.0	2.5	8.6	2.4	13.9
1991	*Cap. City*	16.1	16.8	31.1	12.8	58.8	61.7	4.3	6.5	2.3	3.6	2.0	6.4	1.6	9.0
	Ex Capital City	15.8	16.5	35.7	19.5	58.9	58.6	2.7	6.4	1.1	4.0	1.1	6.2	0.5	5.3
	All Australia	15.9	16.7	34.3	14.9	58.9	60.7	3.2	6.5	1.5	3.8	1.4	6.3	0.8	7.8
NSW															
1996	*Sydney*	16.5	17.1	22.8	7.3	61.7	55.5	5.2	6.3	2.7	3.8	3.9	11.0	3.6	16.2
	Other Urban	16.4	16.9	23.6	10.7	64.4	58.8	4.1	7.0	3.0	4.8	2.9	9.7	1.9	9.0
	Rural	16.2	16.7	28.4	12.3	60.8	59.6	1.5	7.3	3.1	5.5	4.6	7.7	1.5	7.6
	Ex-Sydney	16.4	16.9	23.9	10.7	64.2	58.9	4.0	7.0	3.0	4.8	3.0	9.6	1.9	9.0
	All NSW	16.4	17.0	23.5	8.6	63.4	56.8	4.4	6.6	2.9	4.2	3.3	10.5	2.4	13.4
1991	*Sydney*	16.1	16.9	29.1	11.7	58.3	60.4	5.9	8.4	2.9	3.9	2.2	6.6	1.6	9.0
	Ex Sydney	15.9	16.5	30.2	17.2	62.1	60.2	4.1	8.4	1.7	4.1	1.3	5.3	0.7	4.8
	All NSW	16.0	16.7	29.8	13.5	60.7	60.3	4.7	8.4	2.1	4.0	1.6	6.2	1.0	7.6
Vic.															
1996	*Melbourne*	16.4	17.3	19.2	5.3	61.7	61.3	6.5	4.0	2.7	3.1	2.5	9.2	7.5	17.0
	Other Urban	16.3	17.1	23.6	7.8	61.2	63.7	4.1	5.6	3.7	4.6	5.1	8.2	2.4	10.2
	Rural	17.0	17.0	0.0	9.8	100.0	59.5	0.0	7.1	0.0	5.4	0.0	8.3	0.0	9.9
	Ex-Melbourne	16.3	17.1	23.4	7.9	61.4	63.5	4.0	5.6	3.6	4.7	5.1	8.2	2.4	10.1
	All Vic.	16.4	17.3	21.3	6.0	61.5	61.9	5.2	4.4	3.2	3.5	3.8	8.9	4.9	15.1
1991	*Melbourne*	16.4	17.2	24.2	8.8	66.6	66.8	4.3	5.3	1.4	3.6	2.8	6.1	0.7	9.3
	Ex Melbourne	16.1	16.8	29.2	12.7	59.7	66.7	3.2	5.4	3.2	4.3	4.0	5.7	0.8	5.1
	All Vic.	16.2	17.1	26.5	9.7	63.3	66.8	3.8	5.3	2.3	3.8	3.4	6.0	0.8	8.3
Qld															
1996	*Brisbane*	16.4	16.8	22.1	9.8	61.0	57.9	4.4	5.0	3.3	3.3	3.4	7.5	5.8	16.6
	Other Urban	16.4	16.7	22.8	13.6	66.2	57.8	4.9	5.4	1.5	4.9	2.8	7.1	1.8	11.2
	Rural	16.1	16.5	28.2	17.9	67.4	55.6	0.6	4.5	1.2	5.1	2.5	4.8	0.0	12.0
	Ex-Brisbane	16.3	16.7	23.6	13.7	66.3	57.7	4.2	5.4	1.5	4.9	2.8	7.0	1.6	11.2
	All Qld	16.3	16.7	23.3	11.9	65.1	57.8	4.3	5.2	1.9	4.2	2.9	7.2	2.5	13.7
1991	*Brisbane*	15.9	16.5	36.0	19.3	55.6	56.1	2.2	4.2	2.6	2.9	1.6	8.3	2.0	9.2
	Ex Brisbane	16.2	16.3	28.6	24.5	65.3	53.3	2.9	4.9	0.9	3.6	1.7	8.1	0.6	5.6
	All Qld	16.1	16.4	30.2	21.9	63.2	54.7	2.8	4.6	1.3	3.2	1.7	8.2	0.9	7.4

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Table 15b Mean Age Left School and Highest Level of Educational Attainment for Indigenous and Non-Indigenous Australians by State and Region, 1991 and 1996: 20 to 24 year-old Females (continued)

State/		Mean		*Highest Level of Educational Attainment*											
Year	Region	*age left school*		*Left school 15-*		*Left school 16+*		*Basic Voc. Qual.*		*Skilled Voc. Qual*		*Diploma*		*Degree*	
Indigenous . . .		Ind.	Not	Ind.	Not	Ind.	Not	Ind.	Not	Ind.	Not	Ind.	Not	Ind.	Not
SA															
1996	*Adelaide*	16.3	16.8	19.3	8.7	62.6	60.1	6.2	7.9	4.0	4.1	2.6	5.4	5.3	14.0
	Other Urban	16.0	16.7	29.8	11.4	56.6	61.0	7.5	8.8	2.6	4.8	1.7	4.0	1.7	9.9
	Rural	16.2	16.6	24.4	13.5	75.6	60.2	0.0	7.6	0.0	5.2	0.0	3.4	0.0	10.1
	Ex-Adelaide	16.0	16.7	29.2	11.5	58.7	60.9	6.7	8.7	2.3	4.9	1.6	4.0	1.6	9.9
	All SA	16.2	16.8	23.9	9.3	60.8	60.3	6.4	8.1	3.2	4.3	2.1	5.1	3.6	13.0
1991	*Adelaide*	16.3	16.6	29.1	14.1	63.9	62.3	3.1	6.5	0.0	4.0	1.6	6.0	2.4	7.1
	Ex Adelaide	15.7	16.3	43.9	19.4	50.4	60.9	3.6	5.7	1.4	3.9	0.7	6.0	0.0	4.0
	All SA	16.0	16.5	36.8	15.2	56.8	62.0	3.4	6.4	0.8	4.0	1.1	6.0	1.1	6.4
WA															
1996	*Perth*	16.0	16.7	35.0	11.6	52.5	55.2	3.8	6.8	2.8	4.1	3.4	8.2	2.5	14.0
	Other Urban	15.7	16.4	40.4	18.6	53.8	51.2	2.8	7.4	1.2	5.7	1.3	6.2	0.5	10.8
	Rural	15.4	16.4	48.8	20.5	48.8	44.4	0.0	6.4	1.2	4.3	1.2	6.4	0.0	18.0
	Ex-Perth	15.7	16.4	41.9	18.7	52.9	50.8	2.3	7.4	1.2	5.6	1.3	6.2	0.4	11.2
	All WA	15.8	16.6	39.7	13.7	52.8	53.9	2.8	7.0	1.7	4.6	1.9	7.6	1.1	13.2
1991	*Perth*	15.7	16.5	41.7	18.6	49.9	56.6	3.5	7.0	2.4	3.7	1.4	5.3	1.0	8.9
	Ex Perth	15.6	16.2	45.7	26.1	51.0	49.5	1.8	6.1	0.8	4.6	0.4	5.9	0.2	7.7
	All WA	15.6	16.4	44.5	20.4	50.6	54.9	2.4	6.8	1.3	3.9	0.7	5.4	0.4	8.6
Tas.															
1996	*Hobart*	16.5	16.8	21.2	13.9	63.5	57.5	3.8	4.7	7.7	3.6	1.9	4.9	1.9	15.4
	Other Urban	15.9	16.3	35.8	23.4	53.4	55.0	3.9	5.1	3.1	4.3	1.6	4.0	2.3	8.1
	Rural	16.1	16.3	41.7	21.7	25.0	55.0	0.0	7.9	8.3	3.4	0.0	2.9	25.0	9.1
	Ex-Hobart	16.0	16.3	36.3	23.3	50.9	55.0	3.6	5.3	3.6	4.3	1.4	4.0	4.3	8.1
	All Tas.	16.1	16.5	32.2	20.2	54.3	55.8	3.6	5.1	4.7	4.0	1.6	4.3	3.6	10.6
1991	*Hobart*	16.1	16.6	31.4	19.2	55.1	61.0	5.8	4.9	3.8	3.4	1.9	4.6	1.9	6.9
	Ex Hobart	16.0	16.2	33.2	27.3	58.0	55.3	3.6	5.4	4.0	3.5	1.2	3.9	0.0	4.5
	All Tas.	16.0	16.4	32.5	23.8	56.9	57.8	4.4	5.2	3.9	3.5	1.5	4.2	0.7	5.5
NT															
1996	*Darwin*	16.6	16.9	22.2	7.5	65.3	57.9	7.5	8.4	1.3	4.4	1.3	7.9	2.5	14.1
	Other Urban	15.6	16.8	39.9	10.6	56.7	55.7	1.8	8.0	0.4	5.8	0.7	8.1	0.4	11.8
	Rural	15.7	16.8	42.3	12.9	56.3	46.8	0.5	4.3	0.0	6.5	0.5	11.5	0.5	18.0
	Ex-Darwin	15.7	16.8	40.7	10.7	56.6	55.2	1.4	7.8	0.3	5.8	0.6	8.3	0.5	12.1
	All NT	15.8	16.9	38.7	9.1	57.5	56.5	2.0	8.1	0.4	5.1	0.7	8.1	0.7	13.1
1991	*Darwin*	16.3	16.6	22.4	14.5	69.4	60.8	4.7	5.9	0.9	4.6	2.6	6.7	0.0	7.6
	Ex Darwin	15.3	16.6	45.1	16.1	53.6	53.7	0.8	8.0	0.0	5.1	0.2	9.1	0.3	7.9
	All NT	15.5	16.6	41.5	15.2	56.1	57.7	1.5	6.8	0.1	4.8	0.6	7.7	0.3	7.7
ACT															
1996	*All ACT*	16.8	17.3	15.0	4.6	63.1	58.2	3.8	6.6	5.6	3.8	1.9	8.3	10.6	18.5
1991	*All ACT*	16.6	17.2	19.3	6.3	59.0	66.3	7.2	6.9	7.2	2.9	0.0	4.8	7.2	12.9

See *Notes to Tables*

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Table 15c Mean Age Left School and Highest Level of Educational Attainment for Indigenous and Non-Indigenous Australians by State and Region, 1991 and 1996: 20 to 24 year-old Persons

State/ Year	Region	*Mean age left school*		*Highest Level of Educational Attainment*											
				Left school 15-		*Left school 16+*		*Basic Voc. Qual.*		*Skilled Voc. Qual*		*Diploma*		*Degree*	
Indigenous . . .		Ind.	Not	Ind.	Not	Ind.	Not	Ind.	Not	Ind.	Not	Ind.	Not	Ind.	Not
Australia															
1996	*Cap. City*	16.3	17.0	23.8	7.7	59.6	59.0	3.8	4.1	6.6	8.6	2.6	7.2	3.6	13.4
	Other Urban	16.1	16.7	30.1	12.0	59.1	57.2	3.0	4.5	5.0	12.7	1.6	5.8	1.2	7.8
	Rural	15.8	16.6	38.6	15.5	57.1	54.5	0.5	4.5	2.3	13.4	0.9	4.4	0.6	7.7
	Ex-Capital City	16.0	16.7	31.4	12.1	58.8	57.1	2.6	4.5	4.6	12.7	1.5	5.8	1.1	7.8
	All Australia	16.1	16.9	29.2	9.3	59.1	58.3	2.9	4.2	5.2	10.1	1.8	6.7	1.8	11.3
1991	*Cap. City*	16.0	16.8	31.8	12.0	56.3	60.6	3.2	4.3	6.4	10.2	1.3	4.6	1.1	8.2
	Ex Capital City	15.8	16.4	37.9	18.4	55.5	55.6	2.0	4.4	3.5	12.9	0.8	4.3	0.3	4.5
	All Australia	15.8	16.7	36.1	14.1	55.8	59.0	2.3	4.4	4.4	11.1	1.0	4.5	0.5	7.0
NSW															
1996	*Sydney*	16.4	17.1	22.1	7.1	61.1	56.8	3.7	4.4	7.2	9.6	2.8	8.6	3.1	13.5
	Other Urban	16.3	16.8	23.7	10.1	63.1	57.8	3.2	4.9	6.4	13.2	1.9	6.9	1.7	7.1
	Rural	16.0	16.7	31.5	12.4	61.1	57.0	1.5	4.7	3.0	15.0	2.2	5.2	0.7	5.7
	Ex-Sydney	16.3	16.8	24.3	10.2	62.9	57.8	3.0	4.9	6.1	13.3	2.0	6.8	1.7	7.0
	All NSW	16.4	17.0	23.6	8.3	62.3	57.2	3.3	4.6	6.5	11.0	2.2	7.9	2.1	10.9
1991	*Sydney*	16.0	16.9	29.0	10.7	57.2	60.1	4.2	5.4	7.0	11.0	1.5	4.9	1.1	7.9
	Ex Sydney	15.9	16.5	30.3	15.5	60.4	57.9	2.8	5.4	5.2	13.5	0.9	3.8	0.4	4.0
	All NSW	16.0	16.7	29.8	12.3	59.3	59.4	3.3	5.4	5.9	11.8	1.1	4.5	0.6	6.6
Vic.															
1996	*Melbourne*	16.5	17.3	19.0	5.6	59.8	62.1	4.3	3.0	8.3	7.8	3.4	7.5	5.2	14.0
	Other Urban	16.3	17.0	25.3	8.3	56.5	61.5	3.8	3.9	9.1	12.4	4.0	6.1	1.3	7.7
	Rural	16.7	16.9	0.0	10.6	100.0	58.5	0.0	4.4	0.0	13.5	0.0	5.6	0.0	7.4
	Ex-Melbourne	16.3	17.0	25.1	8.4	56.9	61.4	3.8	3.9	9.0	12.5	4.0	6.1	1.3	7.7
	All Vic.	16.4	17.2	22.1	6.4	58.3	61.9	4.0	3.3	8.6	9.1	3.7	7.1	3.2	12.3
1991	*Melbourne*	16.4	17.1	23.4	8.7	63.8	64.4	3.0	3.6	6.8	10.5	1.9	4.3	1.1	8.5
	Ex Melbourne	15.9	16.7	33.5	12.6	54.8	61.3	2.1	3.7	7.0	14.4	2.1	3.8	0.4	4.3
	All Vic.	16.2	17.0	28.2	9.6	59.6	63.7	2.6	3.6	6.9	11.4	2.0	4.2	0.8	7.5
Qld															
1996	*Brisbane*	16.3	16.8	23.3	9.8	59.4	58.3	3.5	3.8	6.4	8.2	2.9	6.0	4.4	14.0
	Other Urban	16.3	16.6	25.1	14.0	62.9	56.0	3.5	4.0	5.3	11.7	2.0	5.6	1.2	8.7
	Rural	16.0	16.4	31.2	19.9	65.1	51.9	0.3	3.4	1.8	12.0	1.2	3.9	0.3	8.8
	Ex-Brisbane	16.2	16.6	26.1	14.2	63.2	55.9	3.0	4.0	4.8	11.7	1.8	5.5	1.1	8.7
	All Qld	16.2	16.7	25.4	12.2	62.3	57.0	3.1	3.9	5.2	10.1	2.1	5.7	1.9	11.1
1991	*Brisbane*	15.9	16.5	35.3	17.9	52.3	55.8	2.2	3.2	7.4	8.6	1.5	5.9	1.3	8.7
	Ex Brisbane	16.0	16.3	32.5	23.1	60.4	51.6	2.2	3.7	3.1	11.2	1.5	5.5	0.4	4.9
	All Qld	16.0	16.4	33.1	20.5	58.7	53.7	2.2	3.5	4.0	9.9	1.5	5.7	0.5	6.8

Table 15c Mean Age Left School and Highest Level of Educational Attainment for Indigenous and Non-Indigenous Australians by State and Region, 1991 and 1996: 20 to 24 year-old Persons (continued)

State/ Year	Region	*Mean age left school*		*Highest Level of Educational Attainment*											
				Left school 15-		*Left school 16+*		*Basic Voc. Qual.*		*Skilled Voc. Qual*		*Diploma*		*Degree*	
Indigenous . . .		Ind.	Not	Ind.	Not	Ind.	Not	Ind.	Not	Ind.	Not	Ind.	Not	Ind.	Not
SA															
1996	*Adelaide*	16.3	16.8	24.2	8.9	61.6	60.7	4.7	5.7	4.2	8.9	2.1	4.6	3.2	11.4
	Other Urban	16.0	16.6	32.7	11.9	55.7	59.0	6.6	6.3	2.9	12.1	0.8	3.1	1.3	7.5
	Rural	16.3	16.5	20.0	13.8	72.5	58.5	0.0	5.8	7.5	13.1	0.0	2.6	0.0	6.3
	Ex-Adelaide	16.0	16.6	31.4	12.1	57.4	59.0	5.9	6.3	3.4	12.2	0.8	3.0	1.1	7.4
	All SA	16.1	16.8	27.7	9.6	59.6	60.3	5.3	5.8	3.8	9.7	1.5	4.2	2.2	10.4
1991	*Adelaide*	16.1	16.6	33.1	13.7	58.9	60.7	2.6	4.5	3.2	10.3	0.9	4.2	1.3	6.6
	Ex Adelaide	15.5	16.3	44.8	20.2	48.1	56.5	3.0	4.3	3.7	11.7	0.4	3.6	0.0	3.7
	All SA	15.8	16.5	39.4	15.1	53.1	59.8	2.8	4.5	3.5	10.6	0.6	4.1	0.6	6.0
WA															
1996	*Perth*	16.0	16.7	35.6	11.7	51.8	55.8	3.2	4.7	4.9	9.0	2.2	6.7	2.2	12.1
	Other Urban	15.7	16.4	43.5	18.0	50.6	49.4	1.6	5.1	2.7	14.6	1.2	4.5	0.4	8.4
	Rural	15.5	16.2	49.9	21.9	44.1	43.4	0.0	5.0	4.9	13.0	1.1	4.0	0.0	12.7
	Ex-Perth	15.6	16.3	44.7	18.2	49.4	49.1	1.3	5.1	3.1	14.5	1.1	4.5	0.3	8.7
	All WA	15.7	16.6	42.0	13.6	50.1	53.8	1.9	4.8	3.7	10.7	1.5	6.0	0.9	11.1
1991	*Perth*	15.6	16.5	45.2	17.9	45.2	55.3	2.4	4.6	5.9	10.1	0.8	3.9	0.5	8.2
	Ex Perth	15.5	16.1	50.5	25.1	45.8	46.5	1.2	4.3	2.2	14.1	0.2	3.8	0.1	6.1
	All WA	15.5	16.4	48.9	19.7	45.7	53.2	1.5	4.6	3.3	11.1	0.4	3.9	0.2	7.7
Tas.															
1996	*Hobart*	16.4	16.8	18.8	12.4	61.4	59.4	3.1	3.8	13.7	7.9	1.0	3.7	2.0	12.7
	Other Urban	16.0	16.3	31.7	20.0	53.0	54.1	3.2	3.9	9.6	12.3	0.8	3.3	1.6	6.4
	Rural	16.0	16.3	28.0	19.5	37.3	55.7	4.0	5.2	18.7	11.1	0.0	2.1	12.0	6.4
	Ex-Hobart	16.0	16.3	31.4	20.0	51.6	54.2	3.3	4.0	10.5	12.2	0.7	3.2	2.6	6.4
	All Tas.	16.1	16.5	28.1	17.5	54.2	56.0	3.2	3.9	11.3	10.8	0.8	3.4	2.4	8.5
1991	*Hobart*	16.1	16.6	24.7	16.2	59.4	60.7	5.2	3.6	8.7	9.6	1.0	3.3	1.0	6.6
	Ex Hobart	15.9	16.2	27.8	23.6	55.8	53.2	2.9	3.9	12.4	12.7	0.6	2.9	0.6	3.7
	All Tas.	16.0	16.4	26.7	20.4	57.1	56.5	3.7	3.7	11.0	11.4	0.7	3.1	0.7	4.9
NT															
1996	*Darwin*	16.5	16.9	20.0	8.2	65.1	57.6	6.0	5.8	5.8	10.7	1.2	6.1	1.8	11.6
	Other Urban	15.6	16.7	40.6	11.9	55.2	51.5	1.5	5.7	1.8	15.6	0.4	6.3	0.4	9.0
	Rural	15.6	16.7	44.0	12.4	55.0	51.7	0.2	4.0	0.0	13.4	0.2	6.7	0.5	11.7
	Ex-Darwin	15.6	16.7	41.7	12.0	55.1	51.5	1.1	5.6	1.2	15.5	0.4	6.3	0.5	9.2
	All NT	15.7	16.8	39.3	10.1	56.2	54.5	1.7	5.7	1.7	13.2	0.5	6.2	0.6	10.3
1991	*Darwin*	16.3	16.6	23.7	13.2	67.2	57.8	2.8	4.5	4.7	13.2	1.6	5.0	0.0	6.4
	Ex Darwin	15.3	16.5	46.3	16.3	51.5	49.6	0.9	5.7	1.0	14.9	0.1	6.8	0.2	6.7
	All NT	15.5	16.6	43.1	14.5	53.8	54.1	1.2	5.0	1.5	13.9	0.3	5.8	0.2	6.6
ACT															
1996	*All ACT*	16.8	17.3	14.7	4.4	64.2	61.6	2.9	5.1	6.7	6.1	2.9	6.4	8.6	16.4
1991	*All ACT*	16.6	17.3	17.7	5.5	65.2	66.8	3.8	4.6	5.7	6.8	1.9	3.8	5.7	12.4

See *Notes to Tables*

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Non-Indigenous males (8.8%) are about 7 times as likely as Indigenous males (1.2%) to obtain a degree. The difference is smaller in capital cities and larger in rural areas. The inequality is less in New South Wales (a little less than 5 times) and Tasmania (about 6 times) and greater in South Australia (about 11 times), Western Australia (nearly 13 times) and the Northern Territory (about 15 times).

Even within capital cities, there are substantial differences. Nation-wide 20 to 24 year-old non-Indigenous males are 4.5 times as likely to obtain a degree as Indigenous males. This difference is less in Sydney, Melbourne and Brisbane, about the same in Hobart, a little larger in Perth and greater in Adelaide and Darwin.

The extent of inequality in obtaining a degree -- just for those living in a capital city -- are of the same order for females. Nationally non-Indigenous females are about 3.5 times more likely to obtain a degree than Indigenous females. This varies from 2.3 times in Melbourne, 2.6 time in Adelaide, 2.9 times in Brisbane, 4.6 times in Sydney, 5.6 times in Darwin and Perth, and 8.1 times in Hobart.

The apparently equitable participation of Indigenous youth in the VET sector does not translate into equitable qualifications. Indigenous 20 to 24 year-olds are less likely to have a Basic Vocational Qualification (2.9% compared with 4.2%) or a Skilled Vocational Qualification (5.2% compared with 10.1%).

The outcomes for Indigenous Australians for Skilled Vocational Qualifications, however, suggest a very good completion rate. Table 8 shows that Indigenous young people were about a third as likely to have enrolled in a Trade Certificate (4.0% compared with 11.8%) and just over half as likely to have enrolled in a Certificate III (5.8% compared with 9.4%) -- assuming broadly similar overall participation rates in VET (as suggested by results in Table 5).

If the participation rates in Tables 5 and 8 (for 15 to 19 year-olds) are similar to the participation rates when this cohort of 20 to 24 year-olds was younger, we might expect Indigenous Australians to be a little less than half as likely to have obtained a Skilled Vocational Qualification as non-Indigenous Australians -- if they had the same completion rate. In fact, however, the attainment rate for Skilled Vocational Qualifications for Indigenous Australians is a little more than half the rate of non-Indigenous Australians. These very rough calculations, which involve a number of assumptions, suggest completion rates for Indigenous apprentices and trainees broadly similar to those for non-Indigenous apprentices and trainees.

Changes between 1991 and 1996

Absolute changes The educational attainments of 20 to 24 year-old Indigenous Australians improved between 1991 and 1996. The percentage of Indigenous Australians who left school at age 15 or younger has declined from 36.1% to 29.2% and the percentage with a post-secondary qualification has increased from 8.1% to 11.7%. Each category of post-school qualification has shown some increase, but the greatest proportional increase was for degrees. From a low base in 1991 of only one 20 to 24 year-old Indigenous Australian in every 200 having a degree, by 1996 this had more than tripled to a little over 3 in every 200. While estimates of change based on such relatively small proportions are inherently unstable, they are nevertheless consistent with the view that there was some growth in the educational attainments of Indigenous Australians between 1991 and 1996.

The improvement was experienced by both males and females -- though the rate of growth for males with degrees was higher, but from a much lower initial level in 1991. Given the small values involved it is possibly unwise to attribute too much importance to the relative rates of growth of the various qualifications for males and females and regions except to note that there had been an increase in the level of post-school qualifications for both males and females in both capital cities and outside capital cities. There was also a proportional shift within the qualifications away from basic vocational qualifications towards higher-end qualifications.

Relative changes From 1991 to 1996 the percentage of Indigenous Australians aged 20 to 24 with post-school qualifications increased from 8.1% to 11.7%. In this same period the percentage of non-Indigenous Australians aged 20 to 24 with post-school qualifications increased from 26.9% to 32.4%. In 1991 non-Indigenous Australians were 3.3 times more likely to have a post-school qualification than Indigenous Australians. In 1996 this difference had declined to 2.8 times. There had been an improvement in equity -- the educational attainments of Indigenous Australians had moved towards those of non-Indigenous Australians. Equity also improved slightly more for Indigenous Australians outside capital cities and more for degrees than for other outcomes. Similarly, the improvement was greater for females than for males.

At the lower end of the attainment distribution, however, the percentage of Indigenous Australians who left school at age 15 or earlier declined from 36.1% in 1991 to 29.2% in 1996 while the percentage of non-Indigenous Australians who left school at age 15 or earlier declined from 14.1% in 1991 to 9.3% in 1996. The rate of decline was greater for non-Indigenous Australians. In 1991 Indigenous Australians were two and a half times as likely as non-Indigenous Australians to be in this category. In 1996 they were three times as likely. The relative position of Indigenous Australians declined in terms of the lowest educational attainment.

This apparently contradictory result -- a relative improvement for post-school attainments together with a relative worsening for the lowest level of attainment -- is not explained by any change in the middle category (school to age 16 or beyond and no post-school qualification). There is little relative change in this category. Instead, this is the consequence of the initial educational distributions of educational attainments in 1991 -- a constant absolute shift away from the bottom category to post-school qualifications for both Indigenous and non-Indigenous groups produces a greater proportionate increase for post-school attainments for Indigenous Australians but a smaller proportionate decline in the bottom category.

Interpretation of any change is equivocal -- there is improvement for Indigenous Australians in one sense but decline in another. We can note that the educational attainments of Indigenous Australians were markedly lower than for non-Indigenous Australians in 1991 and that a similar absolute improvement in that profile for both groups should improve the overall relative level of educational attainment for Indigenous Australians. Coupled with the relative improvement noted earlier in the mean age at which Indigenous Australians left school, the interpretation is encouraging. There is some evidence in favour of an improvement in the relative educational attainments of Indigenous 20 to 24 year-olds.

Overall Table 15 indicates some improvement in post-school educational attainments for Indigenous Australians both absolutely and relative to the non-Indigenous population. The results are for young people who would have been in senior secondary school in the early 1990s. Previous discussion suggests that the school and tertiary participation of Indigenous Australians aged 15 to 19 years in 1996 has increased only marginally while the relative rate is almost unchanged. There may not be a platform of improved educational participation among 15 to 19 year-old Indigenous Australians to sustain any improvement in educational attainment over the coming years.

LABOUR MARKET PARTICIPATION

This section considers the labour market outcomes of young Indigenous and non-Indigenous Australians. The values presented in Table 16 provide the basis for much of the discussion. Several aspects of this table require explanation. First, employment levels are presented separately for the labour force and for the population. It is more usual to present employment levels as a percentage of the labour force. There are occasions, however, where population ratios are used, particularly when examining the employment or unemployment of young people, many of whom may be at school. In this instance it seemed useful to present both because of the lower levels of labour market participation of Indigenous Australians. Second, Table 16 shows participation in Community Development Employment Projects (CDEP). CDEP is a scheme which employs Indigenous Australians on designated projects designed to improve the infrastructure of their community. Although the scheme has been in operation for many years, 1996 was the first year in which questions were asked about CDEP, and even then, coverage was far from complete. CDEP is included as employment in Table 16 which is the usual way in which it is treated. Third, the values shown in Table 16 as *Any employment* under the heading *% of the Labour Force* can be considered as the complement of unemployment rates. The decision to present employment rates rather than unemployment rates was motivated by a desire to avoid confusion by including a series which has to be interpreted negatively (low values are *good* outcomes) in the midst of other measures interpreted positively. Fourth, the table deals with 20 to 24 year-olds rather than younger persons in order to reduce the confounding effects of study. Again, however, this means that we are dealing with the outcomes of schooling and initial education undertaken in the early 1990s.

Employment levels are subject to the business cycle. This means that direct comparisons of levels of labour market participation and employment for Indigenous people in 1996 with levels in 1991 may not be useful if the years represent different levels of overall economic activity. Greater emphasis needs to be placed on *relative* rates of employment between the Indigenous and non-Indigenous groups. Even so, it is difficult to interpret any changes as trends.

The discussion of Table 16 begins by examining the variation in employment outcomes within the Indigenous community between males and females and across States and regions. Comparisons are made with values from the 1991 Census principally in order to examine any labour market changes in the context of those for the non-Indigenous population.

Participation in the Labour Force

Participants in the labour force are individuals who either have a job or are looking for work.

Indigenous Comparisons

About three-quarters (75.1%) of male Indigenous Australians participate in the labour market compared with only about half (50.1%) of female Indigenous Australians. For both males and females, labour market participation is substantially higher in capital cities (78.9% and 57.7% respectively) than in other urban areas (74.7% and 48.0% respectively), and in other urban areas than in rural areas (68.0% and 40.4% respectively).

For 20 to 24 year-old male Indigenous Australians, participation rates are higher in Tasmania (85.3%), Victoria (84.1%) and New South Wales (80.3%) and much lower in Western Australia (70.7%) and the Northern Territory (55.4%). Such differences in part reflect the degree of urbanisation of the Indigenous population, but are also apparent for capital cities. Labour market participation is higher in Hobart, Melbourne and Sydney and lower in Adelaide and Perth.

Participation rates for 20 to 24 year-old female Indigenous Australians are higher in Tasmania (66.3%) and Victoria (59.8%) and lower in Western Australia (44.7%) and the Northern Territory (39.8%). As for males, in the capital cities labour market participation is higher in Hobart, Melbourne and Sydney and lower in Adelaide and Perth.

Indigenous - Non-Indigenous Comparisons

Indigenous Australians aged between 20 and 24 years have lower levels of labour market participation than non-Indigenous Australians and the difference is greater for females than for males. For males the difference is about ten percentage points (75.1% of Indigenous Australians compared with 85.8% for other Australians) but for females the difference is more than 25 percentage points (50.1% of Indigenous Australians compared with 76.9% for other Australians). This may in part be associated with the higher birth rates for Indigenous Australians.

For both males and females differences are least in the capital cities and greatest in rural areas. For males in Melbourne and Hobart, for instance, participation rates are slightly higher for Indigenous males, while in Sydney and Brisbane the differences are modest (less than five percentage points). In Adelaide, Perth and Darwin, however, the difference between the labour market participation rates of Indigenous and non-Indigenous Australians is greater than ten percentage points. The differences for females are relatively high in all the capital cities except Hobart, and are greater than 30 percentage points in Perth.

Changes between 1991 and 1996.

Absolute changes Between the 1991 and 1996 Censuses the level of labour market participation declined marginally for Indigenous males aged 20 to 24 years overall (from 76.4% to 75.1%), in the capital cities (79.4% to 78.9%), and in the non-metropolitan areas (75.2% to 73.6%). The corresponding values for females, however, increased from 48.2% to 50.1% overall and in both capital cities (57.1% to 57.7%) and in non-metropolitan areas (44.4% to 46.9%).

The change for males was not the same in all States. In South Australia, for instance, participation increased by some six percentage points (more strongly outside Adelaide) and in the Northern Territory by three. Participation was unchanged in New South Wales, but declined in non-metropolitan Queensland, Western Australia and Tasmania. For females, increases were strongest in Sydney, Melbourne, Brisbane, Hobart and Darwin.

Table 16 Employment, unemployment and labour force participation of 20 to 24 year-old Indigenous and non-Indigenous Australians: by State and Region, 1991 and 1996 - Males

State/		*% of Labour Force*								*% of Population*					
Year	Region	*CDEP*		*Employed full-time*		*Employed part-time*		*Any employment*		*Employed full-time*		*Any employment*		*In the labour force*	
Indigenous . . .		Ind.	Not	Ind.	Not	Ind.	Not	Ind.	Not	Ind.	Not	Ind.	Not	Ind.	Not
Australia															
1996	*Cap. City*	0.5	0.0	51.3	62.5	13.9	19.2	70.1	86.0	40.5	52.3	55.3	71.9	78.9	83.7
	Other Urban	13.8	0.0	39.4	65.4	22.2	13.6	67.5	83.3	29.4	58.2	50.4	74.2	74.7	89.0
	Rural	45.7	0.0	28.9	65.7	45.5	12.7	81.7	83.4	19.6	60.2	55.5	76.4	68.0	91.6
	Ex-Capital City	18.4	0.0	37.9	65.4	25.6	13.6	69.6	83.3	27.9	58.3	51.2	74.3	73.6	89.2
	All Australia	13.1	0.0	41.9	63.7	22.1	17.0	69.8	84.9	31.4	54.6	52.4	72.8	75.1	85.8
1991	*Cap. City*	—	—	44.0	61.8	7.9	13.3	56.8	81.5	35.0	53.6	45.1	70.7	79.4	86.8
	Ex Capital City	—	—	34.0	64.6	19.9	9.1	60.3	80.1	25.6	58.7	45.4	72.8	75.2	90.9
	All Australia	—	—	37.0	62.7	16.3	11.9	59.3	81.0	28.3	55.2	45.3	71.4	76.4	88.1
NSW															
1996	*Sydney*	0.0	0.0	58.6	66.6	12.2	17.7	73.8	89.0	48.4	56.1	60.9	75.0	82.6	84.3
	Other Urban	2.2	0.0	39.6	62.8	13.7	14.7	58.0	81.9	31.5	55.1	46.2	71.8	79.7	87.7
	Rural	5.8	0.0	30.3	64.8	25.8	12.1	63.9	82.1	22.5	59.9	47.4	75.9	74.2	92.5
	Ex-Sydney	2.4	0.0	38.9	62.9	14.6	14.6	58.4	81.9	30.8	55.2	46.3	71.9	79.2	87.8
	All NSW	1.6	0.0	45.4	65.1	13.8	16.4	63.5	86.0	36.4	55.8	51.0	73.7	80.3	85.7
1991	*Sydney*	—	—	50.8	65.1	8.5	12.5	65.8	84.3	41.6	56.7	53.8	73.4	81.8	87.1
	Ex Sydney	—	—	28.9	63.6	11.1	9.3	45.0	79.2	22.9	57.0	35.7	71.0	79.4	89.7
	All NSW	—	—	36.7	64.6	10.2	11.4	52.3	82.6	29.4	56.8	42.0	72.6	80.3	88.0
Vic.															
1996	*Melbourne*	0.0	0.0	58.8	60.8	11.9	20.0	75.7	84.9	49.1	50.1	63.1	70.0	83.4	82.4
	Other Urban	1.7	0.0	41.9	65.3	16.5	14.0	65.8	83.5	35.4	57.8	55.7	74.0	84.6	88.6
	Rural	0.0	0.0	0.0	64.8	100.0	12.6	100.0	81.6	0.0	58.7	100.0	74.0	100.0	90.7
	Ex-Melbourne	1.6	0.0	41.2	65.3	17.9	14.0	66.4	83.4	34.9	57.9	56.3	74.0	84.8	88.7
	All Vic.	0.8	0.0	49.9	62.2	14.9	18.2	71.0	84.5	42.0	52.4	59.7	71.2	84.1	84.2
1991	*Melbourne*	—	—	50.9	59.7	7.1	13.8	65.7	79.9	42.9	51.6	55.4	69.0	84.3	86.3
	Ex Melbourne	—	—	34.3	61.8	13.6	9.7	55.7	77.7	29.6	56.1	48.0	70.5	86.3	90.8
	All Vic.	—	—	43.0	60.2	10.2	12.8	60.9	79.4	36.6	52.6	51.9	69.4	85.2	87.4
Qld															
1996	*Brisbane*	0.0	0.0	47.1	62.3	14.4	18.9	67.2	85.3	38.4	53.5	54.8	73.2	81.4	85.8
	Other Urban	11.5	0.0	44.7	66.0	18.4	13.4	68.0	83.6	34.7	59.4	52.8	75.2	77.6	89.9
	Rural	56.5	0.0	32.5	64.8	47.1	12.6	86.8	82.8	27.6	58.3	73.8	74.5	85.1	90.0
	Ex-Brisbane	19.1	0.0	42.6	66.0	23.3	13.4	71.2	83.6	33.6	59.3	56.1	75.2	78.8	89.9
	All Qld	14.7	0.0	43.6	64.4	21.2	15.8	70.3	84.3	34.6	56.7	55.8	74.3	79.4	88.0
1991	*Brisbane*	—	—	38.9	63.6	8.1	13.1	52.2	82.9	31.7	56.1	42.5	73.1	81.5	88.2
	Ex Brisbane	—	—	38.7	67.1	21.7	8.7	67.3	82.4	33.0	61.0	57.5	75.0	85.4	91.0
	All Qld	—	—	38.7	65.4	19.0	10.8	64.3	82.6	32.7	58.6	54.4	74.1	84.6	89.6

Table 16 Employment, unemployment and labour force participation of 20 to 24 year-old Indigenous and non-Indigenous Australians: by State and Region, 1991 and 1996 - Males (Continued)

State/		*% of Labour Force*								*% of Population*					
Year	Region	*CDEP*		*Employed full-time*		*Employed part-time*		*Any employment*		*Employed full-time*		*Any employment*		*In the labour force*	
Indigenous . . .		Ind.	Not	Ind.	Not	Ind.	Not	Ind.	Not	Ind.	Not	Ind.	Not	Ind.	Not
SA															
1996	*Adelaide*	1.0	0.0	36.3	58.1	20.1	19.5	60.6	81.2	26.3	48.8	43.9	68.2	72.4	84.0
	Other Urban	22.0	0.0	31.0	66.7	26.5	13.4	67.9	84.2	24.9	60.8	54.5	76.7	80.2	91.1
	Rural	30.0	0.0	60.0	63.8	10.0	13.9	80.0	82.5	46.2	59.3	61.5	76.7	76.9	93.0
	Ex-Adelaide	22.7	0.0	33.8	66.5	24.9	13.4	69.1	84.0	27.0	60.7	55.2	76.7	79.8	91.2
	All SA	12.4	0.0	35.0	60.3	22.6	17.9	65.0	81.9	26.6	51.7	49.5	70.3	76.1	85.8
1991	*Adelaide*	---	---	38.7	60.0	6.7	13.6	48.0	79.8	27.2	52.6	33.8	69.9	70.3	87.6
	Ex Adelaide	---	---	27.0	63.6	21.7	9.3	61.0	79.5	18.9	59.2	42.7	74.0	69.9	93.1
	All SA	---	---	32.0	60.8	15.2	12.6	55.4	79.7	22.4	54.1	38.9	70.8	70.1	88.9
WA															
1996	*Perth*	0.7	0.0	44.9	61.1	14.1	20.0	67.2	85.5	31.3	50.5	46.8	70.6	69.6	82.6
	Other Urban	28.9	0.0	30.6	72.6	38.8	10.0	77.4	87.6	21.5	66.8	54.3	80.6	70.2	92.0
	Rural	49.5	0.0	27.1	73.7	51.9	11.4	85.2	89.7	20.5	69.3	64.4	84.4	75.5	94.1
	Ex-Perth	33.1	0.0	29.9	72.7	41.5	10.1	79.0	87.7	21.3	67.0	56.3	80.8	71.2	92.1
	All WA	23.9	0.0	34.2	65.1	33.7	16.6	75.7	86.2	24.2	55.7	53.5	73.8	70.7	85.6
1991	*Perth*	---	---	30.2	56.1	7.4	13.5	40.3	76.2	22.2	47.7	29.7	64.8	73.7	85.0
	Ex Perth	---	---	32.1	68.4	21.9	8.1	59.8	83.2	24.1	64.7	44.8	78.7	75.0	94.6
	All WA	---	---	31.6	59.5	17.6	12.1	54.1	78.1	23.5	52.0	40.4	68.3	74.6	87.4
Tas.															
1996	*Hobart*	0.0	0.0	60.7	55.9	17.9	21.4	78.6	80.6	50.7	44.4	65.7	64.0	83.6	79.5
	Other Urban	0.0	0.0	53.6	62.2	12.6	13.7	71.2	80.7	45.3	54.4	60.1	70.6	84.4	87.5
	Rural	0.0	0.0	66.7	60.4	7.7	16.6	74.4	82.9	66.7	54.5	74.4	74.8	100.0	90.1
	Ex-Hobart	0.0	0.0	55.1	62.1	12.0	13.9	71.6	80.9	47.4	54.4	61.5	70.9	85.9	87.7
	All Tas.	0.0	0.0	56.5	60.1	13.5	16.3	73.3	80.8	48.2	51.1	62.5	68.6	85.3	84.9
1991	*Hobart*	---	---	50.8	58.0	0.0	14.0	53.3	77.4	44.9	49.2	47.1	65.6	88.4	84.8
	Ex Hobart	---	---	54.7	61.4	7.8	8.7	69.0	76.7	49.0	55.5	61.8	69.5	89.6	90.5
	All Tas.	---	---	53.4	60.0	5.3	10.9	63.9	77.0	47.7	52.8	57.0	67.8	89.2	88.1
NT															
1996	*Darwin*	4.8	0.0	46.0	67.3	11.6	15.2	66.1	88.1	34.7	59.4	49.8	77.8	75.3	88.3
	Other Urban	41.0	0.0	30.7	79.3	40.4	8.0	78.9	92.1	17.3	73.7	44.5	85.6	56.4	93.0
	Rural	59.2	0.0	14.9	81.3	58.0	12.5	82.4	97.9	6.6	76.5	36.5	92.2	44.3	94.1
	Ex-Darwin	45.6	0.0	26.7	79.4	44.8	8.2	79.8	92.4	14.1	73.9	42.1	86.0	52.8	93.0
	All NT	39.2	0.0	29.7	73.8	39.6	11.5	77.6	90.4	16.5	67.0	43.0	82.1	55.4	90.8
1991	*Darwin*	---	---	38.9	62.3	14.6	11.6	53.5	81.1	28.5	55.0	39.1	71.6	73.1	88.2
	Ex Darwin	---	---	30.3	73.3	36.3	8.0	72.3	88.3	14.9	66.5	35.7	80.1	49.3	90.7
	All NT	---	---	31.9	67.3	32.3	10.0	68.8	84.4	16.7	60.1	36.1	75.4	52.5	89.3
ACT															
1996	*All ACT*	0.0	0.0	49.1	57.4	16.4	23.5	70.7	85.7	38.0	47.8	54.7	71.3	77.3	83.2
1991	*All ACT*	---	---	67.2	64.6	4.5	16.2	76.1	87.5	57.7	55.3	65.4	74.8	85.9	85.5

See *Notes to Tables*

Table 16 Employment, unemployment and labour force participation of 20 to 24 year-old Indigenous and non-Indigenous Australians: by State and Region, 1991 and 1996 - Females

State/ Year	Region	*% of Labour Force*								*% of Population*					
		CDEP		*Employed full-time*		*Employed part-time*		*Any employment*		*Employed full-time*		*Any employment*		*In the labour force*	
Indigenous . . .		Ind.	Not	Ind.	Not	Ind.	Not	Ind.	Not	Ind.	Not	Ind.	Not	Ind.	Not
Australia															
1996	*Cap. City*	0.0	0.0	48.6	56.1	21.9	29.2	76.3	89.3	28.1	43.7	44.1	69.5	57.7	77.8
	Other Urban	13.2	0.0	35.8	53.0	32.4	28.8	73.9	85.9	17.2	39.9	35.5	64.7	48.0	75.3
	Rural	44.8	0.0	27.0	52.2	52.1	29.8	84.6	86.3	10.9	38.1	34.2	63.1	40.4	73.1
	Ex-Capital City	17.3	0.0	34.7	53.0	34.9	28.8	75.3	85.9	16.3	39.8	35.3	64.7	46.9	75.2
	All Australia	11.4	0.0	39.4	55.0	30.5	29.1	75.7	88.1	19.8	42.3	37.9	67.8	50.1	76.9
1991	*Cap. City*	---	---	46.3	58.5	14.5	21.3	68.2	86.0	26.5	46.3	39.0	68.1	57.1	79.2
	Ex Capital City	---	---	30.0	54.8	25.6	21.6	62.9	82.8	13.3	41.0	27.9	61.9	44.4	74.9
	All Australia	---	---	35.9	57.4	21.6	21.4	64.8	85.1	17.3	44.7	31.3	66.2	48.2	77.9
NSW															
1996	*Sydney*	0.0	0.0	52.2	61.9	21.3	25.6	78.9	91.6	32.7	48.5	49.5	71.8	62.7	78.3
	Other Urban	2.7	0.0	35.8	51.2	26.0	29.6	66.9	85.0	17.3	37.8	32.3	62.7	48.2	73.8
	Rural	3.7	0.0	30.9	50.6	29.6	28.5	64.2	83.7	13.1	36.8	27.2	60.9	42.4	72.8
	Ex-Sydney	2.8	0.0	35.5	51.2	26.2	29.6	66.7	8 .9	17.0	37.8	31.9	62.6	47.8	73.8
	All NSW	1.7	0.0	42.0	57.9	24.3	27.1	71.5	89.2	22.2	44.4	37.7	68.3	52.7	76.6
1991	*Sydney*	---	---	38.1	59.2	15.9	20.4	60.0	86.0	20.0	45.9	31.5	66.7	52.5	77.5
	Ex Sydney	---	---	52.8	61.7	15.7	19.7	75.1	87.9	31.6	49.0	44.9	69.8	59.8	79.4
	All NSW	---	---	27.8	53.6	15.9	22.0	49.4	81.7	13.5	39.4	23.9	60.1	48.4	73.6
Vic.															
1996	*Melbourne*	0.0	0.0	50.5	53.7	21.8	30.3	80.1	87.9	32.9	42.1	52.2	68.8	65.2	78.3
	Other Urban	0.0	0.0	41.1	52.6	27.2	28.8	74.0	85.4	22.6	40.0	40.7	64.9	55.0	76.0
	Rural	---	0.0	---	48.5	---	32.1	---	85.6	0.0	36.8	0.0	64.9	0.0	75.8
	Ex-Melbourne	0.0	0.0	41.1	52.4	27.2	28.9	74.0	85.4	22.5	39.8	40.4	64.9	54.6	76.0
	All Vic.	0.0	0.0	46.2	53.4	24.3	30.0	77.3	87.2	27.6	41.4	46.2	67.7	59.8	77.7
1991	*Melbourne*	---	---	48.1	56.5	12.8	21.1	70.2	83.8	29.0	44.9	42.3	66.6	60.4	79.5
	Ex Melbourne	---	---	51.4	56.8	13.8	21.4	75.5	84.4	32.9	45.7	48.3	67.8	64.0	80.4
	All Vic.	---	---	43.8	55.4	11.5	20.1	63.3	81.7	24.6	42.3	35.6	62.3	56.2	76.3
Qld															
1996	*Brisbane*	0.0	0.0	48.8	55.6	19.3	29.2	72.0	88.6	27.4	43.4	40.4	69.2	56.1	78.1
	Other Urban	10.0	0.0	38.6	54.3	29.6	28.0	72.2	86.4	18.9	41.7	35.5	66.3	49.1	76.7
	Rural	50.5	0.0	31.1	53.9	53.8	28.8	84.9	87.1	14.2	38.0	38.6	61.5	45.5	70.6
	Ex-Brisbane	15.5	0.0	37.5	54.3	32.9	28.0	73.9	86.5	18.3	41.5	35.9	66.1	48.6	76.5
	All Qld	11.5	0.0	40.5	54.9	29.4	28.6	73.4	87.5	20.4	42.4	37.0	67.6	50.4	77.2
1991	*Brisbane*	---	---	36.6	58.1	22.6	21.4	65.6	85.6	17.9	44.7	32.1	65.9	48.9	77.0
	Ex Brisbane	---	---	42.2	60.0	13.7	21.1	61.8	86.8	25.3	46.9	37.0	67.9	59.9	78.2
	All Qld	---	---	34.7	56.2	25.8	21.7	67.0	84.2	15.9	42.5	30.8	63.7	46.0	75.6

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Table 16 Employment, unemployment and labour force participation of 20 to 24 year-old Indigenous and non-Indigenous Australians: by State and Region, 1991 and 1996 - Females (Continued)

State/		*% of Labour Force*								*% of Population*					
Year	Region	*CDEP*		*Employed full-time*		*Employed part-time*		*Any employment*		*Employed full-time*		*Any employment*		*In the labour force*	
Indigenous . . .		Ind.	Not	Ind.	Not	Ind.	Not	Ind.	Not	Ind.	Not	Ind.	Not	Ind.	Not
SA															
1996	*Adelaide*	0.0	0.0	34.8	49.0	27.0	34.0	68.7	86.9	17.6	37.6	34.7	66.8	50.5	76.9
	Other Urban	20.9	0.0	35.6	50.2	41.2	31.7	83.6	86.1	18.4	38.5	43.1	65.9	51.6	76.6
	Rural	0.0	0.0	16.7	48.5	50.0	34.7	66.7	86.1	7.9	36.2	31.6	64.3	47.4	74.7
	Ex-Adelaide	19.0	0.0	33.8	50.1	42.1	31.9	82.1	86.1	17.3	38.3	42.0	65.8	51.2	76.4
	All SA	8.7	0.0	34.4	49.2	33.9	33.5	74.8	86.7	17.5	37.8	38.0	66.6	50.8	76.8
1991	*Adelaide*	—	—	29.1	53.9	18.8	24.5	66.5	84.9	14.6	42.4	33.4	66.7	50.3	78.6
	Ex Adelaide	—	—	36.1	54.6	14.6	24.5	62.9	85.4	18.4	43.4	32.1	67.9	51.0	79.5
	All SA	—	—	22.9	51.3	22.5	24.4	69.7	82.7	11.4	38.6	34.6	62.3	49.7	75.3
WA															
1996	*Perth*	0.0	0.0	44.9	54.0	19.2	31.0	69.3	89.1	19.3	40.8	29.7	67.2	42.8	75.5
	Other Urban	30.2	0.0	30.9	57.3	42.7	27.0	84.2	88.8	14.3	43.6	38.9	67.6	46.2	76.1
	Rural	63.1	0.0	19.4	59.0	66.0	29.6	91.3	92.8	8.2	43.4	38.5	68.3	42.2	73.6
	Ex-Perth	35.4	0.0	29.1	57.4	46.4	27.2	85.3	89.1	13.2	43.6	38.8	67.6	45.5	75.9
	All WA	24.6	0.0	33.9	55.0	38.1	29.9	80.4	89.1	15.2	41.6	35.9	67.3	44.7	75.6
1991	*Perth*	—	—	27.0	55.5	24.1	22.3	58.4	84.1	11.2	42.1	24.2	63.9	41.4	75.9
	Ex Perth	—	—	37.5	55.3	9.8	22.2	56.0	83.8	17.6	42.3	26.3	64.1	47.0	76.4
	All WA	—	—	21.5	56.2	31.8	22.6	59.7	85.2	8.4	41.7	23.2	63.2	38.9	74.2
Tas.															
1996	*Hobart*	0.0	0.0	49.6	51.5	36.5	33.3	86.1	88.1	36.5	38.1	63.5	65.1	73.7	73.9
	Other Urban	0.0	0.0	46.2	52.1	31.1	28.4	78.6	85.3	28.5	37.0	48.4	60.5	61.7	71.0
	Rural	0.0	0.0	70.0	50.5	30.0	30.0	100.0	83.9	58.3	35.8	83.3	59.5	83.3	70.9
	Ex-Hobart	0.0	0.0	48.9	52.0	31.0	28.5	81.0	85.2	31.0	36.9	51.4	60.5	63.5	71.0
	All Tas.	0.0	0.0	49.1	51.8	32.6	30.2	82.5	86.2	32.5	37.3	54.7	62.1	66.3	72.0
1991	*Hobart*	—	—	45.9	53.8	23.1	22.2	72.7	82.5	27.0	39.7	42.8	60.8	58.9	73.8
	Ex Hobart	—	—	45.6	55.7	23.3	23.1	68.9	85.1	27.3	41.9	41.3	64.0	60.0	75.2
	All Tas.	—	—	46.1	52.2	23.0	21.4	75.0	80.3	26.8	37.9	43.7	58.3	58.2	72.6
NT															
1996	*Darwin*	0.0	0.0	48.3	56.3	18.2	29.3	79.0	91.2	28.9	46.4	47.3	75.2	59.8	82.4
	Other Urban	39.2	0.0	26.8	65.6	44.7	21.3	79.5	92.3	10.6	54.4	31.4	76.5	39.5	82.9
	Rural	56.1	0.0	19.8	77.9	55.7	16.8	88.2	97.3	6.5	63.3	29.0	79.1	32.9	81.3
	Ex-Darwin	44.0	0.0	24.8	66.2	47.8	21.1	82.0	92.5	9.3	54.9	30.6	76.7	37.3	82.8
	All NT	36.9	0.0	28.6	61.3	43.0	25.1	81.5	91.9	11.4	50.7	32.4	75.9	39.8	82.6
1991	*Darwin*	—	—	30.0	58.8	36.4	20.1	72.6	86.9	11.6	46.3	28.1	68.5	38.7	78.8
	Ex Darwin	—	—	43.1	56.0	16.8	20.7	64.5	84.5	23.9	44.0	35.7	66.4	55.3	78.6
	All NT	—	—	26.1	62.5	42.3	19.3	75.0	90.1	9.3	49.4	26.6	71.2	35.5	79.0
ACT															
1996	*All ACT*	0.0	0.0	51.4	51.7	25.2	33.9	87.9	90.2	34.4	40.7	58.8	71.1	66.9	78.7
1991	*All ACT*	—	—	66.0	59.0	11.3	24.0	88.7	90.0	42.2	47.1	56.6	71.8	63.9	79.9

See *Notes to Tables*

Table 16 Employment, unemployment and labour force participation of 20 to 24 year-old Indigenous and non-Indigenous Australians: by State and Region, 1991 and 1996 - Persons

State/ Year	Regio	% of Labour Force								% of Population					
		CDEP		*Employed full-time*		*Employed part-time*		*Any employment*		*Employed full-time*		*Any employment*		*In the labour force*	
Indigenous . . .		Ind.	Not	Ind.	Not	Ind.	Not	Ind.	Not	Ind.	Not	Ind.	Not	Ind.	Not
Australia															
1996	*Cap. City*	0.3	0.0	50.1	59.4	17.5	24.0	72.9	87.6	33.9	48.0	49.4	70.7	67.8	80.7
	Other Urban	13.5	0.0	38.0	59.8	26.3	20.4	70.1	84.5	23.1	49.3	42.8	69.6	61.0	82.3
	Rural	45.4	0.0	28.2	59.8	47.9	20.2	82.8	84.7	15.3	49.3	44.9	69.8	54.2	82.4
	Ex-Capital City	18.0	0.0	36.6	59.8	29.3	20.4	71.9	84.5	21.9	49.3	43.1	69.6	59.9	82.4
	All Australia	12.4	0.0	40.9	59.6	25.6	22.7	72.2	86.4	25.4	48.5	44.9	70.3	62.2	81.3
1991	*Cap. City*	—	—	45.1	60.2	10.9	17.1	61.9	83.7	30.5	49.9	41.8	69.4	67.6	83.0
	Ex Capital City	—	—	32.5	60.3	22.1	14.6	61.3	81.3	19.3	50.1	36.4	67.5	59.4	83.1
	All Australia	—	—	36.6	60.2	18.4	16.3	61.5	82.9	22.6	50.0	38.0	68.8	61.8	83.0
NSW															
1996	*Sydney*	0.0	0.0	55.6	64.3	16.5	21.6	76.2	90.3	40.0	52.2	54.8	73.4	71.9	81.3
	Other Urban	2.4	0.0	38.1	57.7	18.6	21.3	61.6	83.3	24.0	46.6	38.8	67.3	63.1	80.9
	Rural	5.1	0.0	30.5	58.5	27.1	19.3	64.0	82.8	18.0	48.4	37.8	68.4	59.0	82.6
	Ex-Sydney	2.6	0.0	37.5	57.7	19.2	21.3	61.7	83.2	23.6	46.7	38.8	67.4	62.8	81.0
	All NSW	1.7	0.0	44.0	61.7	18.2	21.4	66.9	87.5	28.9	50.1	44.0	71.0	65.8	81.1
1991	*Sydney*	—	—	37.2	62.1	12.5	15.5	55.4	84.1	24.6	51.4	36.6	69.7	66.0	82.8
	Ex Sydney	---	---	51.7	63.5	11.7	15.9	69.9	86.0	36.4	52.9	49.2	71.6	70.3	83.2
	All NSW	---	---	28.5	59.2	13.0	14.8	46.7	80.3	18.1	48.5	29.7	65.7	63.7	81.9
Vic.															
1996	*Melbourne*	0.0	0.0	55.0	57.3	16.4	25.1	77.7	86.4	40.7	46.0	57.5	69.4	73.9	80.3
	Other Urban	1.0	0.0	41.6	59.6	21.0	20.7	69.3	84.3	28.6	49.1	47.7	69.5	68.9	82.5
	Rural	0.0	0.0	0.0	57.7	100.0	21.1	100.0	83.3	0.0	48.2	66.7	69.6	66.7	83.5
	Ex-Melbourne	0.9	0.0	41.2	59.5	21.8	20.7	69.6	84.3	28.4	49.1	47.9	69.5	68.9	82.5
	All Vic.	0.5	0.0	48.3	58.0	19.0	23.8	73.8	85.8	34.5	46.9	52.7	69.4	71.4	80.9
1991	*Melbourne*	---	---	45.2	58.4	11.3	16.7	65.0	81.5	32.6	48.8	46.8	68.0	72.1	83.4
	Ex Melbourne	---	---	51.1	58.3	10.2	17.5	70.2	82.1	37.6	48.6	51.6	68.4	73.5	83.4
	All Vic.	---	---	38.3	58.9	12.7	14.3	58.9	79.5	27.0	49.3	41.4	66.5	70.4	83.7
Qld															
1996	*Brisbane*	0.0	0.0	47.8	59.1	16.5	23.9	69.3	86.9	32.7	48.4	47.3	71.2	68.3	81.9
	Other Urban	10.9	0.0	42.2	60.7	22.9	20.1	69.7	84.9	26.6	50.6	43.9	70.8	63.0	83.4
	Rural	54.5	0.0	32.0	60.0	49.4	19.7	86.1	84.7	21.0	48.2	56.6	68.0	65.8	80.3
	Ex-Brisbane	17.7	0.0	40.6	60.7	27.0	20.0	72.2	84.9	25.8	50.5	45.8	70.7	63.5	83.3
	All Qld	13.4	0.0	42.4	59.9	24.4	21.8	71.5	85.8	27.4	49.5	46.2	70.9	64.6	82.6
1991	*Brisbane*	—	—	37.9	62.1	20.4	15.7	64.8	84.0	25.2	51.7	43.1	70.0	66.5	83.3
	Ex Brisbane	---	---	40.3	61.9	10.5	16.9	56.4	84.8	28.4	51.5	39.7	70.5	70.4	83.2
	All Qld	---	---	37.2	62.3	23.2	14.5	67.2	83.2	24.4	52.0	44.0	69.5	65.5	83.5

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Table 16 Employment, unemployment and labour force participation of 20 to 24 year-old Indigenous and non-Indigenous Australians: by State and Region, 1991 and 1996 - Persons (Continued)

State/ Year	Region	*% of Labour Force*								*% of Population*					
		CDEP		*Employed full-time*		*Employed part-time*		*Any employ-ment*		*Employed full-time*		*Any employ-ment*		*In the labour force*	
Indigenous . . .		Ind.	Not	Ind.	Not	Ind.	Not	Ind.	Not	Ind.	Not	Ind.	Not	Ind.	Not
SA															
1996	*Adelaide*	0.6	0.0	35.6	53.7	23.1	26.4	64.2	83.9	21.7	43.2	39.0	67.5	60.8	80.5
	Other Urban	21.6	0.0	32.8	59.5	32.1	21.3	73.9	85.0	21.7	50.1	48.9	71.5	66.2	84.1
	Rural	18.8	0.0	43.8	57.0	25.0	23.1	75.0	84.1	27.3	47.8	46.8	70.6	62.3	83.9
	Ex-Adelaide	21.3	0.0	33.8	59.3	31.4	21.5	74.0	85.0	22.2	49.9	48.7	71.5	65.8	84.1
	All SA	10.9	0.0	34.7	55.1	27.3	25.2	69.1	84.2	21.9	44.8	43.6	68.5	63.2	81.3
1991	*Adelaide*	---	---	30.7	57.6	16.9	18.1	60.5	82.1	18.3	48.3	36.0	68.8	59.5	83.8
	Ex Adelaide	---	---	37.4	57.4	10.5	18.8	55.1	82.5	22.3	48.0	32.8	68.9	59.6	83.6
	All SA	---	---	25.2	58.4	22.0	15.7	64.8	80.9	15.0	49.3	38.5	68.4	59.4	84.6
WA															
1996	*Perth*	0.4	0.0	44.9	57.7	16.2	25.2	68.1	87.2	24.9	45.6	37.7	68.9	55.4	79.0
	Other Urban	29.4	0.0	30.7	66.2	40.4	17.2	80.1	88.1	17.9	56.0	46.6	74.5	58.1	84.6
	Rural	54.0	0.0	24.6	67.1	56.5	19.5	87.2	[illegible]	14.8	56.2	52.3	76.2	60.0	83.7
	Ex-Perth	34.0	0.0	29.6	66.3	43.4	17.3	81.4	88.3	17.3	56.0	47.6	74.6	58.5	84.5
	All WA	24.1	0.0	34.1	60.4	35.4	22.7	77.5	87.5	19.6	48.7	44.6	70.6	57.5	80.7
1991	*Perth*	---	---	29.9	57.7	20.0	16.8	55.7	80.9	17.2	47.1	32.0	66.1	57.5	81.8
	Ex Perth	---	---	33.2	55.7	8.4	17.7	46.8	79.8	19.8	45.0	27.9	64.4	59.7	80.7
	All WA	---	---	28.4	63.4	25.4	14.0	59.8	84.0	16.0	53.9	33.8	71.5	56.5	85.1
Tas.															
1996	*Hobart*	0.0	0.0	55.1	53.7	27.3	27.2	82.4	84.3	43.1	41.2	64.5	64.6	78.3	76.7
	Other Urban	0.0	0.0	50.4	57.6	20.7	20.4	74.4	82.8	36.6	45.6	54.0	65.5	72.6	79.2
	Rural	0.0	0.0	68.1	56.3	17.4	22.2	85.5	83.3	62.7	45.6	78.7	67.5	92.0	81.0
	Ex-Hobart	0.0	0.0	52.4	57.6	20.4	20.5	75.7	82.8	38.9	45.6	56.3	65.7	74.4	79.3
	All Tas.	0.0	0.0	53.1	56.3	22.2	22.7	77.5	83.3	40.0	44.1	58.4	65.3	75.4	78.4
1991	*Hobart*	---	---	50.5	57.2	12.2	16.0	67.4	79.5	37.5	46.3	50.1	64.3	74.3	80.9
	Ex Hobart	---	---	48.6	56.9	9.9	18.3	59.9	81.1	35.8	45.5	44.1	64.8	73.6	80.0
	All Tas.	---	---	51.5	57.4	13.4	14.3	71.2	78.3	38.4	46.8	53.2	64.0	74.7	81.7
NT															
1996	*Darwin*	2.7	0.0	47.0	62.0	14.5	22.0	71.7	89.6	31.8	52.9	48.6	76.5	67.8	85.4
	Other Urban	40.3	0.0	29.1	73.1	42.1	14.0	79.1	92.2	14.0	64.4	38.0	81.2	48.0	88.1
	Rural	57.8	0.0	17.1	79.8	57.0	14.4	85.0	97.7	6.6	70.2	32.5	86.0	38.3	88.0
	Ex-Darwin	45.0	0.0	25.9	73.5	46.1	14.0	80.7	92.5	11.6	64.7	36.3	81.5	44.9	88.1
	All NT	38.2	0.0	29.3	68.0	41.0	17.8	79.3	91.1	13.9	59.0	37.6	79.1	47.5	86.8
1991	*Darwin*	---	---	31.0	63.3	34.2	14.7	70.5	85.6	14.0	53.3	31.8	72.0	45.1	84.1
	Ex Darwin	---	---	41.1	59.3	15.7	15.9	59.2	82.7	25.8	49.5	37.1	69.0	62.7	83.4
	All NT	---	---	28.4	68.4	39.0	13.1	73.5	89.1	11.9	58.1	30.9	75.7	42.0	85.0
ACT															
1996	*All ACT*	0.0	0.0	50.2	54.6	20.6	28.6	78.9	87.9	36.1	44.2	56.8	71.2	71.9	81.0
1991	*All ACT*	---	---	66.7	61.9	7.5	20.0	81.7	88.7	49.7	51.2	60.9	73.3	74.5	82.7

See *Notes to Tables*

Relative changes Between 1991 and 1996 the labour market participation of male non-Indigenous Australians declined by 2.3 percentage points compared with 1.3 percentage points for the Indigenous population -- movements that suggest a slight net relative improvement for male Indigenous Australians. This aggregate change combines a metropolitan and non-metropolitan effect which moved in different directions. The improvement for male Indigenous Australians was considerably stronger in capital cities while in non-metropolitan areas the relative position of male Indigenous Australians worsened slightly.

The increase of 1.9 percentage points in the participation rate for female Indigenous Australians was in the context of a decline of 1.0 percentage points for non-Indigenous females, indicating a slightly stronger improvement for Indigenous females. In percentage point terms, the Indigenous - non-Indigenous difference fell from 29.7 in 1991 to 26.8 in 1996. The improvement was experienced by female Indigenous Australians in both metropolitan and non-metropolitan areas.

The relative labour market participation of male Indigenous Australians increased in New South Wales, the Northern Territory and Victoria but declined in other States. Similarly there was an increase in the relative labour market participation of female Indigenous Australians in all States except South Australia where there was little relative change.

Employment rates

The term *employment rate* is being used for the percentage of persons in the labour force who are employed. The term *employment ratio* will be used to describe the percentage of persons in the population who are employed. This section deals with employment rates.

The Indigenous Population

The employment rate for all male 20 to 24 year-old Indigenous Australians was 69.8% (and hence the unemployment rate was 30.2%). Employment rates were higher by at least 10 percentage points in rural than other areas -- most likely because of CDEP-based employment (47.5%). Interestingly, despite a reasonable level of CDEP-based employment in other urban areas (13.8%), overall employment (67.5%) is still lower in other urban areas than in capital cities (70.1%). The regional pattern for full-time employment, however, is the reverse -- it is substantially higher in urban areas (51.3%) than in other-urban (39.4%) or rural areas (28.9%).

The situation for female 20 to 24 year-old Indigenous Australians is similar. The employment rate is higher than for males (75.7%). As for males, employment rates were higher in rural than in other areas -- most likely because of CDEP-based employment (44.8%). Again, despite higher CDEP-based employment in other urban areas (13.2%) than in capital cities (0.0%), overall employment is still lower in other urban areas (73.9%) than in capital cities (76.3%). On the other hand, full-time employment is substantially higher in capital cities (48.6%) than in other urban (35.8%) or rural areas (27.0%).

Employment rates for males were highest in the Northern Territory (77.6%) and Western Australia (75.7%) and lowest in New South Wales (63.5%) and South Australia (65.0%). Consistent with the pattern observed previously, however, the pattern is almost (apart from South Australia) the reverse for full-time employment -- New South Wales (45.4%), Victoria (49.9%), Queensland (43.6%) and Tasmania (56.5%) have relatively high rates of full-time employment while the Northern Territory (29.7%), Western Australia (35.0%) and South Australia (35.0%) have the lowest.

Indigenous - Non-Indigenous Comparisons.

Table 16 shows that for 20 to 24 year-old males, Indigenous Australians have lower employment rates (69.8%) than other Australians (84.9%) and lower rates of full-time employment (41.9% compared with 63.7%). Differences between Indigenous and non-Indigenous employment rates are least in rural areas but the differences between Indigenous and non-Indigenous full-time employment rates are least in capital cities.

The pattern is similar for females. Indigenous Australians have lower employment rates (75.7%) than other Australians (88.1%) and lower rates of full-time employment (39.4% compared with 55.0%). As for males, the relative disadvantage in terms of employment of female Indigenous Australians is least in rural areas, but greatest in terms of full-time employment.

There are some large differences between Indigenous and non-Indigenous employment rates among the capital cities. For males there is relatively little difference in Hobart, ten percentage points in Melbourne, and about twenty percentage points in the other capitals. Similarly for rates of full-time employment -- the differences are more than 20 percentage points in Darwin and Adelaide. For females, differences in employment rates are highest in Darwin and Perth and least in Hobart and Melbourne.

Changes between 1991 and 1996.

For both males and females aged 20 to 24 the difference between Indigenous and non-Indigenous employment rates and full-time employment rates declined between 1991 and 1996. For males, Indigenous employment rates increased by 10.5 percentage points between 1991 and 1996 while the employment rate for non-Indigenous Australians increased by only 3.9 percentage points -- the gap narrowed from 21.7 points to 15.1 points. Hence the difference was reduced by about a quarter. In the same period, Indigenous full-time employment rates increased by 4.9 points while non-Indigenous rates increased by 1.0 points. Again, the initial difference in 1991 of 25.7 points was reduced to 21.8 points -- a reduction of nearly 20%.

For females, the Indigenous employment rate increased by 10.9 percentage points between 1991 and 1996 while the employment rate for non-Indigenous Australians increased by only 3.0 percentage points. The gap narrowed from 20.3 to 12.4 points. Hence the difference was reduced by nearly 40%. At the same time, Indigenous full-time employment rates increased by 3.5 points while non-Indigenous rates declined by 2.4 points. The difference in 1991 of 21.5 points was reduced to 15.6 points -- again a reduction of about 20%.

These reductions in the inequality of the labour market outcomes of Indigenous and non-Indigenous Australians for both males and females occurred in both metropolitan and non-metropolitan areas.

Employment ratios

The employment ratio is simply the product of labour market participation and employment rates. Rather than presenting a full discussion of these ratios, this section is restricted simply to changes in the relative employment ratios. Since the preceding sections have suggested that both relative labour market participation and employment rates have improved between 1991 and 1996, employment ratios should also have improved -- and this is the case.

For males, the employment ratio increased by 7.1 percentage points for Indigenous Australians, while the employment ratio for non-Indigenous Australians increased by only 1.4 percentage points. The initial difference of 26.1 points in 1991 is reduced to 20.4 points in 1996 -- a reduction of about a fifth.

Changes in full-time employment ratios for males also reduced the difference between Indigenous and non-Indigenous rates. Indigenous rates increased by 3.1 points between 1991 and 1996 while non-Indigenous rates declined by 0.6 points. The initial difference of 26.9 points in 1991 was reduced to 23.2 points in 1996 -- a little over a tenth of the employment disadvantage experienced by male Indigenous 20 to 24 year-olds disappeared over these five years.

For females, the employment ratio increased by 6.6 percentage points for Indigenous 20 to 24 year-olds and only 1.6 percentage points for non-Indigenous Australians. Hence the initial difference of 34.9 points in 1991 was reduced to 29.9 points by 1996 -- 14.3% of the initial disadvantage was removed.

The difference between full-time employment ratios for Indigenous and non-Indigenous females was also reduced. Indigenous rates increased by 2.5 points between 1991 and 1996 while non-Indigenous rates declined by 2.4 points. The initial difference of 27.4 points was reduced to 22.5 points. Again there is evidence of movements towards greater equity between Indigenous and non-Indigenous Australians -- although very substantial differences remain.

LABOUR MARKET ASSISTANCE

The Commonwealth Government provides several forms of labour market assistance designed to provide access to employment or further training for people who are unemployed or marginally attached to the labour force. The analysis in this section reflects DEETYA Labour Market Assistance arrangements as they existed prior to the introduction of employment services reforms, the Job Network, in May 1998. Under the new arrangements competing employment services providers can choose to use wage subsidies, or other forms of intervention, to assist eligible job seekers (including CDEP participants). It is a matter for employment services providers to determine what assistance may be appropriate for particular individuals.

DEETYA continues to provide financial incentives to employers offering entry level training (ELT) job opportunities. Assistance based on individuals' Job Network eligibility is in addition to this. Targets are set for the participation of Indigenous people in the Intensive Assistance stream of the Job Network, effectively guaranteeing that their share of the former program assistance arrangements is maintained.

Indigenous people were eligible for assistance under all of DEETYA's labour market assistance programs. A targeted program for Indigenous people, the Training for Aboriginals and Torres Strait Islanders Programme (TAP), was also available. Around two-thirds of all employment program assistance to Indigenous job seekers was provided under the so-called mainstream programs. TAP provided additional flexibility in the level of subsidy and in assistance mix arrangements. It was aimed at meeting the special needs of particular Indigenous individuals, rather than as a parallel to mainstream programs for use as a first line response to assisting Indigenous people. Usage of the program was focused on ELT placements from 1995 onwards, aiming at improved employment outcomes. In 1996-97 nearly three quarters of all ELT Indigenous placements were under TAP assistance.

This is an historical examination of Labour Market Assistance as it was structured in 1995-96 and 1996-97. This examination is, however, valuable in providing a point of comparison with new arrangements. This section provides summary information on the participation of Indigenous Australians in three broad forms of assistance and the outcomes of that participation. Three types of assistance are distinguished:

- *Wage subsidy assistance* such as Job Start in which the Commonwealth subsidised the wages of job seekers for a given period. Elements of the National Training Wage and the Training for Aboriginal and Torres Strait Islanders Program provide this form of assistance.
- *Entry level training assistance* principally consists of traineeships. The needs of Indigenous people were addressed through components of the National

Training Wage and the Training for Aboriginal and Torres Strait Islanders Program.

- *Other assistance* which included the New Employment Incentives Scheme, Training for Employment, Job Train, Job Clubs, Job Search Assistance, Special Intervention Program, Landcare Environment Action Program, Accredited Training for Youth, Training for Aboriginal and Torres Strait Islanders Program, Labour Adjustment Programs, Job Skills, New Work Opportunities, and Special Employer Support.

Information about these programs is presented for:

- Participation and completion; and
- Labour market and educational outcomes.

Participation

Table 17 provides information which address the question of whether Indigenous youth participated equitably in DEETYA's programs of labour market assistance. The purpose of the assistance was, more or less, to address the needs of the unemployed to find employment or to assist the school to work transition. A benchmark for the needs of Indigenous Australians might be the percentage of the unemployed who were Indigenous. The first column in Table 17 shows that nationally 4.8% of unemployed 15 to 19 year-olds were Indigenous Australians. The second column (in italics) shows that 4.6% of 15 to 19 year-old participants who benefited from wage-subsidy assistance were Indigenous. Indigenous youth were therefore (very marginally) under-represented among recipients of this form of assistance.

The interpretation that Indigenous 15 to 19 year-olds were under-represented depends on the validity of the benchmark. There are at least two issues in this regard. The benchmark does not take into account the (usually) substantially higher percentages of Indigenous Australians who are not in the labour force and who are therefore more likely to be hidden unemployed. Hence the benchmark may under-estimate the needs of Indigenous youth to find work compared with the non-Indigenous Australians.

The benchmark may be less valid if the purpose of the assistance was not solely related to helping the unemployed to find work. For instance, entry level training programs may be more a way of providing general training positions for school leavers than a program to assist the unemployed. Nevertheless, at some stage or other all Indigenous Australians were school leavers. It is arguable therefore that Indigenous Australians should benefit from these forms of assistance to an extent consistent with their need to find work -- that is, consistent with the benchmark suggested here.

The usual caution on mixing data sources with different methodologies. Given that, however, Table 17 shows that:

- *For wage-subsidy assistance, Indigenous youth were (marginally) under-represented compared with their employment levels.* The table shows a slight difference between metropolitan and non-metropolitan areas. Indigenous Australians in capital cities were slightly more successful in accessing these forms of assistance than Indigenous Australians in non-metropolitan areas (compared with their respective benchmarks). Females were also marginally less likely than males to receive assistance even allowing for the lower proportion of female unemployed who were Indigenous.

- *For entry-level training programs, Indigenous youth (7.3%) were well represented among participants compared with the percentage of unemployed persons who are Indigenous (4.8%).* This was true in both the capital cities and in non-metropolitan areas and for males and females.

- *For other labour market assistance, Indigenous youth (6.3%) were well represented among participants compared with the percentage of unemployed persons who are Indigenous (4.8%).* Again this was true for both capital cities and other areas and for male and female Indigenous youth.

- *For programs of labour market assistance overall, Indigenous youth (6.2%) were well represented among participants compared with the percentage of unemployed persons who are Indigenous (4.8%).* As might be expected given the pattern for the components, the overall level of participation of Indigenous youth was higher in both metropolitan and non-metropolitan areas and for males and females.

Completion

Table 17 also shows the extent to which participants finished the program when expected (that is, completed the program) for wage-subsidy, entry-level training, other training, and all training assistance.

Interpretation of completion values is a little uncertain. Participants can leave the programs either because they have lost interest or because they have found more attractive employment or because they have chosen another life path. It would be unwise to equate non-completion with failure for some programs. For some forms of assistance such as entry level training, however, completion is likely to be more important than for other forms.

This section focuses simply on the values in the columns under the heading *Completions*, that is, the percentages of Indigenous and non-Indigenous participants who completed the program. Tables 17 shows that:

- *For wage subsidy assistance, there was very little difference in completion rates between Indigenous (50.2%) and non-Indigenous (50.5%) Australians nationally.* This was true for both males and females. There was some regional variation -- Indigenous youth were more likely to complete than non-Indigenous youth in non-metropolitan areas, but the pattern was reversed in the capital cities, particularly for males. Although there is some variation among the States, estimates are often based on relatively small numbers of Indigenous Australians and therefore should be treated with caution.

- *For entry level training, Indigenous Australians (40.5%) have substantially lower completion rates than other Australians (56.1%).* There are some exceptions to this pattern among the States -- Victoria and South Australia for both males and females. Again, however, these estimates are based on relatively few cases.

- *For all other labour market assistance, Indigenous Australians (83.6%) have marginally lower completion rates than non-Indigenous Australians (87.5%).* Again this finding is repeated more or less for males and females within regions and States. There are several instances where the difference is larger -- males in Victoria and Queensland -- but given the relatively smaller numbers of Indigenous youth in some of these categories, it would be surprising if there were not some fluctuation between categories.

**Table 17 Participation in, and Completion of, Labour Market Assistance Programs:
15 to 19 Year-old Indigenous and Non-Indigenous Australians by Region State and Sex: 1996-97**

		Wage subsidies					*Entry level training*				
	Unemp -loyed	Indig- enous	*Completions %*		*Number commencing*		Indig- enous	*Completions %*		*Number commencing*	
Indigenous . . .	%	%	Ind.	Not	Ind.	Not	%	Ind.	Not	Ind.	Not
Males											
Australia	5.0	*4.8*	47.8	49.1	689	13803	*7.9*	39.2	54.8	980	11492
Metropolitan	2.9	*3.3*	39.1	46.7	286	8430	*4.1*	40.2	53.0	252	5888
Non-Met.	7.0	*7.0*	54.1	52.9	403	5373	*11.5*	38.8	56.7	728	5604
NSW/ACT	5.1	*5.1*	50.7	48.2	210	3880	*6.9*	37.1	55.7	263	3571
Vic.	1.5	*1.6*	37.3	50.0	52	3155	*2.9*	47.8	55.3	82	2722
Qld	6.7	*5.5*	39.1	48.7	159	2754	*8.8*	39.0	48.2	232	2396
SA	3.0	*1.6*	50.0	50.6	32	1972	*5.9*	55.8	63.4	71	1133
WA	6.6	*7.2*	48.3	46.1	121	1557	*15.8*	36.7	55.9	190	1011
Tas.	6.8	*8.5*	37.5	60.1	39	419	*7.6*	43.5	62.4	48	584
NT	44.4	*53.5*	68.0	37.1	76	66	*41.2*	24.3	51.4	93	133
Females											
Australia	4.7	*4.3*	53.8	52.4	438	9706	*6.8*	41.7	57.3	857	11678
Metropolitan	2.8	*2.9*	49.7	52.1	171	5671	*4.0*	42.2	56.0	263	6286
Non-Met.	6.7	*6.2*	56.4	52.7	267	4035	*9.9*	41.5	58.9	594	5392
NSW/ACT	5.0	*4.8*	51.3	52.4	121	2388	*4.8*	38.0	56.3	223	4430
Vic.	1.3	*2.1*	52.1	54.7	49	2317	*3.1*	54.3	59.2	76	2387
Qld	6.2	*5.2*	46.7	48.3	124	2269	*7.5*	36.1	49.6	201	2467
SA	3.4	*2.0*	65.4	55.1	26	1256	*8.4*	64.5	76.1	72	788
WA	5.7	*5.8*	58.8	49.8	68	1107	*12.9*	44.6	59.0	148	1003
Tas.	7.2	*5.1*	35.3	64.3	17	319	*8.7*	46.2	64.0	50	526
NT	38.9	*39.8*	81.8	50.0	33	50	*47.5*	27.5	67.4	87	96
Persons											
Australia	4.8	*4.6*	50.2	50.5	1127	23509	*7.3*	40.5	56.1	1837	23170
Metropolitan	2.9	*3.1*	43.1	48.9	457	14101	*4.1*	41.3	54.6	515	12174
Non-Met.	6.9	*6.6*	55.0	52.8	670	9408	*10.7*	40.2	57.8	1322	10996
NSW/ACT	5.1	*5.0*	50.9	49.8	331	6268	*5.7*	37.6	56.1	486	8001
Vic.	1.4	*1.8*	44.4	52.0	101	5472	*3.0*	51.1	57.2	158	5109
Qld	6.5	*5.3*	42.4	48.5	283	5023	*8.2*	37.5	48.9	433	4863
SA	3.2	*1.8*	56.9	52.4	58	3228	*6.9*	60.5	69.9	143	1921
WA	6.1	*6.6*	52.1	47.6	189	2664	*14.4*	40.2	57.5	338	2014
Tas.	7.0	*7.1*	36.7	62.0	56	738	*8.1*	45.2	63.3	98	1110
NT	41.9	*48.4*	72.2	42.7	109	116	*44.0*	26.0	58.6	180	229

See *Notes to Tables*

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**Table 17 Participation in, and Completion of, Labour Market Assistance Programs:
15 to 19 Year-old Indigenous and Non-Indigenous Australians by Region State and Sex: 1996-97 (cont)**

		Other assistance					*All forms of assistance*				
	Unemp -loyed	Indig- enous	*Completions* %		*Number commencing*		Indig- enous	*Completions* %		*Number commencing*	
Indigenous . . .	%	%	Ind.	Not	Ind.	Not	%	Ind.	Not	Ind.	Not
Males											
Australia	5.0	*7.0*	81.1	85.4	1885	25120	*6.6*	65.2	69.5	3554	50415
Metropolitan	2.9	*4.8*	81.7	83.9	627	12487	*4.2*	63.5	66.2	1165	26805
Non-Met.	7.0	*9.1*	80.8	87.0	1258	12633	*9.2*	66.1	73.3	2389	23610
NSW/ACT	5.1	*7.1*	83.6	89.5	593	7816	*6.5*	67.5	71.8	1066	15267
Vic.	1.5	*2.6*	77.2	85.2	127	4768	*2.4*	60.5	68.1	261	10645
Qld	6.7	*6.9*	74.9	84.1	385	5165	*7.0*	59.2	67.8	776	10315
SA	3.0	*4.3*	91.3	87.7	133	2994	*3.7*	76.3	72.2	236	6099
WA	6.6	*9.7*	75.8	74.4	315	2930	*10.2*	60.8	63.4	626	5498
Tas.	6.8	*8.1*	82.2	86.1	103	1167	*8.1*	67.3	76.9	190	2170
NT	44.4	*45.5*	88.1	88.9	229	274	*45.7*	72.0	72.6	398	473
Females											
Australia	4.7	*5.7*	86.5	89.4	1557	25769	*5.7*	69.5	74.6	2852	47153
Metropolitan	2.8	*3.9*	88.1	88.4	535	13325	*3.7*	70.3	72.9	969	25282
Non-Met.	6.7	*7.6*	85.7	90.6	1022	12444	*7.9*	69.1	76.5	1883	21871
NSW/ACT	5.0	*5.8*	89.5	92.5	517	8420	*5.3*	71.6	76.2	861	15238
Vic.	1.3	*1.9*	89.0	90.3	101	5157	*2.2*	69.7	74.9	226	9861
Qld	6.2	*7.0*	83.0	87.4	385	5127	*6.7*	65.5	70.3	710	9863
SA	3.4	*3.8*	91.2	93.2	105	2695	*4.1*	78.9	80.5	203	4739
WA	5.7	*7.2*	79.8	79.7	240	3104	*8.0*	67.4	70.0	456	5214
Tas.	7.2	*6.1*	82.5	88.4	64	991	*6.7*	63.9	78.3	131	1836
NT	38.9	*35.0*	93.0	92.5	145	269	*39.0*	71.0	82.0	265	415
Persons											
Australia	4.8	*6.3*	83.6	87.5	3442	50889	*6.2*	67.2	72.0	6406	97568
Metropolitan	2.9	*4.3*	84.7	86.2	1162	25812	*3.9*	66.6	69.5	2134	52087
Non-Met.	6.9	*8.3*	83.0	88.8	2280	25077	*8.6*	67.5	74.9	4272	45481
NSW/ACT	5.1	*6.4*	86.4	91.1	1110	16236	*5.9*	69.4	74.0	1927	30505
Vic.	1.4	*2.2*	82.5	87.9	228	9925	*2.3*	64.9	71.4	487	20506
Qld	6.5	*7.0*	78.9	85.8	770	10292	*6.9*	62.3	69.1	1486	20178
SA	3.2	*4.0*	91.3	90.3	238	5689	*3.9*	77.6	76.0	439	10838
WA	6.1	*8.4*	77.6	77.1	555	6034	*9.2*	63.6	66.6	1082	10712
Tas.	7.0	*7.2*	82.3	87.1	167	2158	*7.4*	65.8	77.6	321	4006
NT	41.9	*40.8*	90.0	90.7	374	543	*42.7*	71.6	77.1	663	888

See *Notes to Tables*

Outcomes

Participants who are assisted by DEETYA were sent a post-program evaluation form some three months after their assistance ceased. They were asked about their current participation in education and the labour market. Tables 18 to 21 show these outcomes for wage subsidy, entry level training, other labour market assistance and for all forms of labour market assistance respectively. These tables are based on cessations from 1 April 1996 to 31 March 1997 and are hence not the same cohort of participants as the commencements covered by Table 17. These outcomes also exclude persons who went on to further assistance.

Clearly these data are subject to systematic non-response which is likely to favour better labour market outcomes and which may serve to suppress differences between Indigenous and non-Indigenous Australians.

Study

Participation is an outcome considered independently of any labour market outcomes. A participant could be studying and working or studying and not working. There are the following findings:

- *For wage subsidy assistance there is little difference between Indigenous (10.6%) and non-Indigenous (10.7%) young people in their post-program participation in education.* There is again, however, a marked difference in this relationship for participants in metropolitan and non-metropolitan areas. In capital cities Indigenous Australians (16.0%) were more likely than non-Indigenous Australians (10.4%) to be participating in education -- and the converse in non-metropolitan areas.

- *For entry-level training, Indigenous youth (16.4%) are less likely than non-Indigenous youth (19.6%) to participate in education after completing their course.* There is again, however, a difference in this relationship for participants in metropolitan and non-metropolitan areas. In capital cities there is little difference (21.1% for Indigenous youth and 20.2% for non-Indigenous youth) but the differences are correspondingly greater in non-Metropolitan areas (14.0% compared with 19.0%).

- *For other labour market assistance there is little difference between the post-program participation of Indigenous (13.0%) and non-Indigenous Australians (14.8%) in education.* There is again, however, a marked difference in this relationship for participants in metropolitan and non-metropolitan areas. Much of this difference can be attributed to the substantially lower level of post-program educational participation of young Indigenous males in capital cities.

Labour market participation

There are five labour market outcomes listed in Tables 18 to 21 -- full-time employment, part-time employment, any employment, unemployment and not participating in the labour force. The results of all four tables can be summarised by noting that Indigenous youth were less likely than non-Indigenous youth to have a full-time job three months after completion of their program -- regardless of the form of assistance and that ELT produced higher rates of full-time employment than other forms of assistance for both Indigenous and non-Indigenous participants.

Table 18 Outcomes from Labour Market Programs for 15 to 19 Year-old Indigenous and Non-Indigenous Australians by Region and State, 1996-97: Wage Subsidy Programs

	Study		*Full-time employed*		*Part-time employed*		*Total employed*		*Unemp-loyed*		*Not in the labour force*	
Indigenous . . .	Ind.	Not	Ind.	Not	Ind.	Not	Ind.	Not	Ind.	Not	Ind.	Not
Males												
Australia %	11.5	10.7	30.4	41.9	12.6	11.5	43.0	53.4	54.4	43.1	2.6	3.5
Metropolitan %	16.8	10.4	37.9	41.3	9.5	11.7	47.4	53.0	49.5	43.3	3.2	3.7
Non-Met. %	8.6	11.1	26.3	42.7	14.3	11.3	40.6	54.0	57.1	42.7	2.3	3.3
NSW/ACT %	12.9	15.6	28.2	38.7	20.0	12.4	48.2	51.2	47.1	45.8	4.7	3.0
VIC %	13.0	11.0	21.7	44.6	0.0	9.7	21.7	54.3	78.3	41.4	0.0	4.3
Qld %	8.9	5.5	31.6	39.5	7.6	13.3	39.2	52.8	58.2	44.7	2.5	2.5
SA %	31.3	8.3	31.3	44.4	12.5	11.3	43.8	55.7	56.3	41.1	0.0	3.2
WA %	10.0	12.6	30.0	42.3	6.7	10.0	36.7	52.3	63.3	42.2	0.0	5.5
Tas. %	5.0	7.3	50.0	49.4	20.0	12.4	70.0	61.8	30.0	35.4	0.0	2.8
NT %	5.9	11.5	23.5	38.5	17.6	11.5	41.2	50.0	52.9	42.3	5.9	7.7
Females												
Australia %	9.6	10.6	26.3	33.4	15.9	24.4	42.2	57.9	49.8	38.3	8.0	3.8
Metropolitan %	15.1	10.4	21.5	35.5	10.8	20.6	32.3	56.1	55.9	40.0	11.8	3.8
Non-Metro. %	6.3	10.8	29.1	30.7	19.0	29.5	48.1	60.1	46.2	36.1	5.7	3.8
NSW/ACT %	9.9	11.2	29.6	36.5	7.0	22.6	36.6	59.1	56.3	36.5	7.0	4.4
VIC %	8.0	9.3	12.0	36.7	12.0	19.4	24.0	56.0	68.0	40.9	8.0	3.0
Qld %	5.9	10.5	25.9	29.8	25.9	25.3	51.8	55.1	37.6	40.5	10.6	4.4
SA %	15.4	12.6	7.7	26.7	30.8	35.2	38.5	61.9	53.8	35.7	7.7	2.5
WA %	21.7	10.5	17.4	35.1	0.0	23.1	17.4	58.2	73.9	37.0	8.7	4.8
Tas. %	5.9	8.0	23.5	36.0	29.4	28.0	52.9	64.0	41.2	31.3	5.9	4.7
NT %	11.8	9.5	64.7	19.0	5.9	28.6	70.6	47.6	29.4	47.6	0.0	4.8
Persons												
Australia %	10.6	10.7	28.4	38.1	14.2	17.3	42.6	55.4	52.2	40.9	5.2	3.7
Metropolitan %	16.0	10.4	29.8	38.7	10.1	15.6	39.9	54.4	52.7	41.9	7.4	3.8
Non-Met. %	7.5	11.0	27.6	37.1	16.5	19.7	44.1	56.8	52.0	39.6	3.9	3.6
NSW/ACT %	11.5	13.7	28.8	37.8	14.1	16.7	42.9	54.5	51.3	41.9	5.8	3.6
VIC %	10.4	10.2	16.7	40.9	6.3	14.2	22.9	55.1	72.9	41.2	4.2	3.7
Qld %	7.3	7.8	28.7	35.0	17.1	18.9	45.7	53.9	47.6	42.7	6.7	3.4
SA %	24.1	10.2	20.7	36.4	20.7	22.1	41.4	58.5	55.2	38.6	3.4	2.9
WA %	15.1	11.6	24.5	39.1	3.8	15.9	28.3	55.0	67.9	39.8	3.8	5.2
Tas. %	5.4	7.6	37.8	43.3	24.3	19.5	62.2	62.8	35.1	33.5	2.7	3.7
NT %	8.8	10.6	44.1	29.8	11.8	19.1	55.9	48.9	41.2	44.7	2.9	6.4

See *Notes to Tables*

Table 19 Outcomes from Labour Market Programs for 15 to 19 Year-old Indigenous and Non-Indigenous Australians by Region and State, 1996-97: Entry-Level Training Programs

	Study		*Full-time employed*		*Part-time employed*		*Total employed*		*Unemp-loyed*		*Not in the labour force*	
Indigenous . . .	Ind.	Not	Ind.	Not	Ind.	Not	Ind.	Not	Ind.	Not	Ind.	Not
Males												
Australia %	16.4	20.9	37.3	54.6	7.5	11.0	44.8	65.7	50.7	30.9	4.5	3.4
Metropolitan %	26.8	22.6	41.5	53.8	4.9	12.1	46.3	65.8	51.2	30.4	2.4	3.7
Non-Met. %	11.8	19.2	35.5	55.5	8.6	10.0	44.1	65.5	50.5	31.4	5.4	3.1
NSW/ACT %	11.8	19.2	32.4	59.1	8.1	11.1	40.5	70.1	54.1	26.2	5.4	3.7
VIC %	22.2	21.9	55.6	53.6	0.0	11.9	55.6	65.6	33.3	30.7	11.1	3.7
Qld %	11.6	10.3	37.2	49.0	9.3	11.5	46.5	60.5	51.2	37.3	2.3	2.2
SA %	7.7	18.3	53.8	52.2	0.0	11.3	53.8	63.5	46.2	32.2	0.0	4.3
WA %	33.3	13.8	25.0	52.7	8.3	9.6	33.3	62.3	58.3	33.5	8.3	4.2
Tas. %	18.2	25.0	54.5	60.6	18.2	4.8	72.7	65.4	27.3	31.7	0.0	2.9
NT %	0.0	0.0	11.1	50.0	0.0	6.3	11.1	56.3	77.8	37.5	11.1	6.3
Females												
Australia %	16.3	18.7	36.2	53.0	17.9	17.1	54.1	70.1	36.2	26.4	9.7	3.5
Metropolitan %	17.6	18.6	42.6	55.4	13.2	15.4	55.9	70.8	32.4	25.8	11.8	3.4
Non-Met. %	15.6	18.8	32.8	50.4	20.3	19.0	53.1	69.4	38.3	27.0	8.6	3.6
NSW/ACT %	14.5	23.3	32.3	54.7	17.7	16.9	50.0	71.6	41.9	24.3	8.1	4.1
VIC %	27.3	17.3	45.5	52.0	36.4	15.2	81.8	67.2	18.2	29.7	0.0	3.0
Qld %	8.5	13.9	38.0	47.3	12.7	17.7	50.7	64.9	36.6	31.5	12.7	3.5
SA %	27.3	13.6	27.3	59.2	27.3	22.8	54.5	82.0	45.5	16.5	0.0	1.5
WA %	30.8	14.6	23.1	61.5	7.7	15.6	30.8	77.1	46.2	19.8	23.1	3.1
Tas. %	31.3	13.5	43.8	53.4	18.8	19.6	62.5	73.0	31.3	25.2	6.3	1.8
NT %	16.7	38.9	50.0	33.3	33.3	22.2	83.3	55.6	8.3	38.9	8.3	5.6
Persons												
Australia %	16.4	19.6	36.7	53.7	13.6	14.6	50.3	68.3	42.1	28.3	7.6	3.5
Metropolitan %	21.1	20.2	42.2	54.7	10.1	14.0	52.3	68.7	39.4	27.7	8.3	3.5
Non-Met. %	14.0	19.0	33.9	52.6	15.4	15.2	49.3	67.8	43.4	28.9	7.2	3.4
NSW/ACT %	17.2	25.2	32.3	56.3	14.1	14.7	46.5	71.0	46.5	25.0	7.1	4.0
VIC %	25.0	19.6	50.0	52.8	20.0	13.6	70.0	66.4	25.0	30.2	5.0	3.4
Qld %	9.6	12.4	37.7	48.0	11.4	15.1	49.1	63.1	42.1	34.0	8.8	3.0
SA %	16.7	15.3	41.7	56.7	12.5	18.7	54.2	75.4	45.8	22.1	0.0	2.5
WA %	32.0	14.2	24.0	57.4	8.0	12.8	32.0	70.2	52.0	26.2	16.0	3.6
Tas. %	25.9	18.0	48.1	56.2	18.5	13.9	66.7	70.0	29.6	27.7	3.7	2.2
NT %	9.5	20.6	33.3	41.2	19.0	14.7	52.4	55.9	38.1	38.2	9.5	5.9

See *Notes to Tables*

Table 20 Outcomes from Labour Market Programs for 15 to 19 Year-old Indigenous and Non-Indigenous Australians by Region and State, 1996-97:
Other Programs

	Study		*Full-time employed*		*Part-time employed*		*Total employed*		*Unemp-loyed*		*Not in the labour force*	
Indigenous . . .	Ind.	Not	Ind.	Not	Ind.	Not	Ind.	Not	Ind.	Not	Ind.	Not
Males												
Australia %	11.5	13.7	10.6	16.2	9.9	11.7	20.5	27.9	73.5	66.2	6.0	5.9
Metropolitan %	6.7	15.1	14.7	17.0	6.7	12.2	21.3	29.2	73.3	63.9	5.3	6.9
Non-Met. %	13.4	12.5	9.1	15.4	11.1	11.3	20.2	26.7	73.6	68.3	6.3	5.0
NSW/ACT %	16.0	15.5	10.5	15.5	7.7	11.7	18.2	27.2	77.3	66.8	4.4	6.0
VIC %	11.4	16.2	5.7	15.3	8.6	10.1	14.3	25.4	82.9	67.6	2.9	7.0
Qld %	7.6	10.7	11.8	17.2	6.3	13.0	18.1	30.2	72.9	64.5	9.0	5.3
SA %	14.0	13.2	11.6	14.3	14.0	12.5	25.6	26.8	69.8	67.5	4.7	5.7
WA %	10.0	11.3	11.7	22.1	8.3	12.2	20.0	34.3	78.3	60.1	1.7	5.6
Tas. %	2.6	9.9	13.2	13.2	15.8	10.8	28.9	24.0	68.4	72.9	2.6	3.1
NT %	13.0	16.0	6.5	18.0	23.9	22.0	30.4	40.0	54.3	50.0	15.2	10.0
Females												
Australia %	14.8	15.8	5.6	11.7	15.5	19.4	21.1	31.1	70.6	61.6	8.3	7.3
Metropolitan %	14.9	16.0	9.6	14.3	15.8	18.3	25.4	32.6	65.8	59.7	8.8	7.7
Non-Met %	14.8	15.6	4.1	9.1	15.4	20.5	19.5	29.6	72.3	63.5	8.2	6.9
NSW/ACT %	18.3	19.7	3.7	11.7	12.2	18.1	15.9	29.7	75.6	62.5	8.5	7.7
VIC %	14.3	14.3	14.3	11.1	10.7	18.1	25.0	29.1	71.4	63.9	3.6	6.9
Qld %	10.1	12.9	5.5	12.5	15.6	22.1	21.1	34.6	73.4	59.1	5.5	6.3
SA %	10.7	15.0	3.6	9.4	28.6	20.5	32.1	29.9	50.0	63.8	17.9	6.3
WA %	10.7	16.8	8.9	15.2	17.9	19.6	26.8	34.8	69.6	54.6	3.6	10.6
Tas. %	5.0	12.0	10.0	7.9	20.0	20.0	30.0	27.9	65.0	67.4	5.0	4.8
NT %	33.3	11.5	0.0	17.9	18.5	21.8	18.5	39.7	55.6	47.4	25.9	12.8
Persons												
Australia %	13.0	14.8	8.4	13.9	12.4	15.6	20.7	29.5	72.2	63.9	7.0	6.6
Metropolitan %	10.2	15.6	12.5	15.6	10.6	15.4	23.1	31.0	70.1	61.7	6.8	7.3
Non-Met %	14.0	14.0	6.9	12.3	13.0	15.8	19.9	28.1	73.0	66.0	7.1	5.9
NSW/ACT %	17.1	17.6	7.2	13.6	9.9	14.8	17.1	28.5	76.5	64.7	6.4	6.9
VIC %	12.7	15.2	9.5	13.1	9.5	14.2	19.0	27.3	77.8	65.7	3.2	6.9
Qld %	8.7	11.8	9.1	14.9	10.3	17.6	19.4	32.4	73.1	61.8	7.5	5.8
SA %	12.7	14.1	8.5	12.0	19.7	16.3	28.2	28.3	62.0	65.7	9.9	6.0
WA %	10.3	14.2	10.3	18.4	12.9	16.1	23.3	34.6	74.1	57.1	2.6	8.3
Tas. %	3.4	10.9	12.1	10.6	17.2	15.3	29.3	25.9	67.2	70.2	3.4	3.9
NT %	20.5	13.3	4.1	18.0	21.9	21.9	26.0	39.8	54.8	48.4	19.2	11.7

See *Notes to Tables*

Table 21 Outcomes from Labour Market Programs for 15 to 19 Year-old Indigenous and Non-Indigenous Australians by Region and State, 1996-97: All Programs

	Study		*Full-time employed*		*Part-time employed*		*Total employed*		*Unemp-loyed*		*Not in the labour force*	
Indigenous . . .	Ind.	Not	Ind.	Not	Ind.	Not	Ind.	Not	Ind.	Not	Ind.	Not
Males												
Australia %	12.2	13.8	20.0	29.5	10.3	11.6	30.3	41.1	64.9	54.1	4.8	4.8
Metropolitan %	12.9	14.5	26.2	30.7	7.3	12.0	33.6	42.7	62.2	52.0	4.2	5.3
Non-Met. %	11.9	13.1	17.3	28.3	11.6	11.1	28.9	39.4	66.0	56.3	5.1	4.3
NSW/ACT %	15.8	17.6	18.2	28.9	11.2	11.8	29.4	40.7	66.0	54.5	4.6	4.8
VIC %	13.4	15.5	17.9	30.6	4.5	10.3	22.4	40.9	74.6	53.5	3.0	5.6
Qld %	8.6	9.1	21.8	28.7	7.1	12.9	28.9	41.6	65.0	54.4	6.0	4.0
SA %	16.7	11.6	23.6	27.9	11.1	12.0	34.7	39.9	62.5	55.4	2.8	4.7
WA %	12.7	12.0	18.6	33.0	7.8	11.1	26.5	44.1	71.6	50.4	2.0	5.4
Tas. %	5.8	11.3	30.4	27.4	17.4	10.4	47.8	37.8	50.7	59.2	1.4	3.0
NT %	9.7	12.0	11.1	29.3	19.4	16.3	30.6	45.7	56.9	45.7	12.5	8.7
Females												
Australia %	13.7	15.1	18.3	25.1	16.2	20.3	34.5	45.3	57.0	49.0	8.5	5.7
Metropolitan %	15.6	15.0	21.8	28.0	13.5	18.4	35.3	46.4	54.2	47.8	10.5	5.8
Non-Met. %	12.7	15.1	16.7	21.9	17.4	22.3	34.1	44.2	58.3	50.2	7.6	5.5
NSW/ACT %	15.5	19.1	15.8	28.0	12.1	18.6	27.9	46.6	64.0	47.3	8.1	6.1
VIC %	14.1	13.4	18.8	24.6	15.6	18.0	34.4	42.6	60.9	52.2	4.7	5.2
Qld %	8.3	12.5	20.8	23.9	18.1	22.0	38.9	45.9	52.1	48.8	9.1	5.2
SA %	15.4	14.1	9.6	20.3	28.8	25.7	38.5	46.0	50.0	49.5	11.5	4.5
WA %	16.3	14.5	13.0	26.6	12.0	20.3	25.0	46.9	67.4	45.2	7.6	7.9
Tas. %	13.2	11.5	24.5	22.5	22.6	21.5	47.2	43.9	47.2	51.9	5.7	4.1
NT %	23.2	15.4	30.4	20.5	17.9	23.1	48.2	43.6	37.5	46.2	14.3	10.3
Persons												
Australia %	12.9	14.4	19.2	27.3	13.1	15.9	32.3	43.2	61.1	51.5	6.6	5.2
Metropolitan %	14.3	14.7	24.1	29.3	10.3	15.2	34.4	44.5	58.3	49.9	7.3	5.6
Non-Met. %	12.3	14.1	17.0	25.1	14.3	16.7	31.4	41.8	62.3	53.3	6.3	4.9
NSW/ACT %	15.7	18.4	17.0	28.4	11.7	15.2	28.7	43.7	65.0	50.8	6.3	5.5
VIC %	13.7	14.5	18.3	27.6	9.9	14.1	28.2	41.7	67.9	52.8	3.8	5.4
Qld %	8.5	10.8	21.3	26.3	12.6	17.5	33.9	43.8	58.6	51.6	7.5	4.6
SA %	16.1	12.8	17.7	24.2	18.5	18.6	36.3	42.8	57.3	52.6	6.5	4.6
WA %	14.4	13.3	16.0	29.8	9.8	15.7	25.8	45.5	69.6	47.8	4.6	6.7
Tas. %	9.0	11.4	27.9	24.9	19.7	15.9	47.5	40.9	49.2	55.6	3.3	3.6
NT %	15.6	13.9	19.5	24.4	18.8	20.1	38.3	44.5	48.4	45.9	13.3	9.6

See *Notes to Tables*

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EDUCATIONAL ATTAINMENT AND EMPLOYMENT

There is a strong literature, in Australia and internationally, which links education to improved employment outcomes. Previous sections showed that young Indigenous Australians had substantially lower levels of educational attainment and lower levels of employment. This section explores the extent of any link between educational attainment and employment.

There are two tables in this section, both of which have the same structure. Tables 22a, 22b and 22c show, for 20 to 24 year-old males, females and persons respectively, unemployment rates for Indigenous and non-Indigenous Australians with different levels of educational attainment. These tables are collectively referred to as Table 22. Consistent with previous sections, national values are presented as well as values for State, region and region within State.

The interpretation of values in Table 22 is fairly direct, if wordy. The first value in Table 22a is 46.9% -- which means that 46.9% of male Indigenous Australians aged 20 to 24 years who left school at age 15 or younger and lived in a capital city, were unemployed. The next value is 28.2%, which is the corresponding estimate for non-Indigenous males.

Tables 23a, 23b and 23c repeat this presentation for full-time employment ratios, that is the percentage of the population in full-time employment. These tables are referred to collectively as Table 23. The use of employment ratios takes into account different levels of labour market participation as well as employment rates for those in the labour market. Restricting the employment of interest to full-time work focuses on the major desirable labour market outcome. The interpretation of values in Table 23 corresponds to the interpretation of values in Table 22, except that the values are percentages of persons in full-time employment.

There is a major caveat on the values presented in Tables 22 and 23. Percentages are based on the number of persons with a given qualification. As established earlier, there are relatively few Indigenous Australians with post-secondary qualifications. Hence the estimates are in some cases based on very few individuals. The problem is more acute for Table 22 which excludes persons not in the labour force. Although estimates are provided for States and regions within States, the discussion in this section will be restricted to national values for males, females and persons. Even national values for rural areas are a problem due to small numbers. Values for the four larger States -- New South Wales, Queensland, Western Australia, and the Northern Territory -- are probably defensible, particularly for Table 23.

Educational Attainment and Unemployment

The Indigenous Population

Indigenous Australians with higher levels of educational attainment have lower unemployment rates. The relationship is one of consistent decline of unemployment with higher levels of education -- 36.0% for those who left school at age 15 or younger, 27.4% for persons who left school at age 16 or older, 22.2% for persons with a basic vocational qualification, 16.8% for those with a skilled vocational qualification, 16.6% for those with a diploma, and 12.0% for bachelor degree graduates. This relationship is large by any criterion.

Table 22a Unemployment Rates for Indigenous and Non-Indigenous Australians by Highest Educational Qualification, State and Region, 1991 and 1996: 20 to 24 year-old Males

State/ Year	**Region**	***Highest Level of Educational Attainment***											
		Left school 15-		*Left school 16+*		*Basic Voc. Qual.*		*Skilled Voc. Qual*		*Diploma*		*Degree*	
Indigenous . . .		Ind.	Not	Ind.	Not	Ind.	Not	Ind.	Not	Ind.	Not	Ind.	Not
Australia													
1996	*Cap. City*	46.9	28.2	28.1	15.5	31.7	15.8	13.4	7.2	12.9	10.9	18.8	8.0
	Other Urban	38.4	29.9	32.4	18.5	33.3	17.9	18.4	8.3	24.6	10.9	17.9	7.8
	Rural	22.5	27.4	16.8	18.7	—	12.6	10.2	7.0	—	12.1	—	7.9
	Ex-Capital City	35.6	29.7	30.1	18.5	32.0	17.7	17.8	8.2	23.4	10.9	17.1	7.8
	All Australia	38.3	29.0	29.5	16.6	31.9	16.6	16.2	7.7	17.9	10.9	18.1	8.0
1991	*Cap. City*	63.0	33.6	35.0	18.4	45.0	16.9	22.4	12.2	27.3	13.0	40.0	10.9
	Ex Capital City	44.6	31.7	38.4	20.5	35.0	17.7	23.8	11.7	16.7	10.2	—	9.9
	All Australia	49.5	32.8	37.4	19.1	38.8	17.2	23.2	12.0	20.7	12.2	28.6	10.7
NSW													
1996	*Sydney*	44.6	24.9	25.5	12.7	36.4	11.0	9.6	5.3	—	7.9	10.3	6.2
	Other Urban	61.2	36.0	40.4	20.4	42.9	19.7	21.6	8.8	33.3	11.1	23.7	9.5
	Rural	38.9	32.6	38.0	21.3	—	5.2	—	7.9	—	12.7	—	2.9
	Ex-Sydney	58.5	35.9	40.3	20.4	40.0	19.3	21.1	8.8	33.3	11.1	23.7	9.3
	All NSW	54.3	30.4	35.5	15.8	38.8	14.6	16.7	7.0	16.7	8.9	17.9	7.0
1991	*Sydney*	55.7	30.9	28.4	16.1	12.5	14.4	19.0	9.3	—	10.3	100.0	8.7
	Ex Sydney	66.0	37.6	53.3	21.7	58.6	20.2	29.8	10.9	—	11.6	—	10.0
	All NSW	62.5	33.7	44.4	17.9	37.7	16.4	25.3	9.9	—	10.7	100.0	9.0
Vic.													
1996	*Melbourne*	38.6	30.1	19.5	16.7	33.3	17.6	22.2	7.6	37.5	14.0	25.0	9.1
	Other Urban	48.4	34.2	37.8	18.3	—	17.8	10.6	7.4	33.3	13.6	—	8.6
	Rural	—	37.0	—	19.6	—	27.0	—	8.3	—	12.0	—	12.0
	Ex-Melbourne	48.4	34.3	36.6	18.3	—	18.2	10.6	7.4	33.3	13.5	—	8.8
	All Vic	44.6	31.8	27.8	17.2	12.5	17.8	16.3	7.5	36.0	13.9	25.0	9.0
1991	*Melbourne*	44.9	36.2	29.2	20.3	100.0	16.1	12.5	14.5	100.0	15.9	50.0	12.7
	Ex Melbourne	59.8	41.2	35.1	22.8	—	18.2	29.3	14.0	—	12.2	—	13.5
	All Vic	53.8	37.8	31.8	20.9	66.7	16.6	20.2	14.4	100.0	15.2	50.0	12.8
Qld													
1996	*Brisbane*	47.1	28.4	31.2	15.6	42.9	19.1	17.1	7.9	—	10.1	25.0	8.7
	Other Urban	37.7	26.7	32.3	17.8	35.9	18.1	17.0	9.1	31.6	10.0	17.6	7.4
	Rural	14.4	27.4	13.4	18.8	—	12.8	—	5.6	—	15.5	—	7.9
	Ex-Brisbane	33.2	26.7	28.9	17.8	35.9	17.9	16.1	8.9	31.6	10.1	15.0	7.4
	All Qld	36.2	27.3	29.4	16.8	38.3	18.5	16.3	8.5	16.2	10.1	20.5	8.2
1991	*Brisbane*	68.6	29.4	36.7	16.4	66.7	20.5	27.6	10.1	33.3	11.4	—	10.4
	Ex Brisbane	36.0	25.2	31.7	17.8	34.3	16.2	19.5	11.2	20.0	8.2	—	9.7
	All Qld	42.4	26.9	32.6	17.1	45.3	18.1	22.5	10.7	23.1	9.9	—	10.2

Table 22a Unemployment Rates for Indigenous and Non-Indigenous Australians by Highest Educational Qualification, State and Region, 1991 and 1996: 20 to 24 year-old Males (continued)

State/		***Highest Level of Educational Attainment***											
Year	**Region**	*Left school 15-*		*Left school 16+*		*Basic Voc. Qual.*		*Skilled Voc. Qual*		*Diploma*		*Degree*	
Indigenous . . .		Ind.	Not	Ind.	Not	Ind.	Not	Ind.	Not	Ind.	Not	Ind.	Not
SA													
1996	*Adelaide*	51.9	36.5	35.7	20.0	25.0	19.9	—	10.1	100.0	14.0	100.0	9.6
	Other Urban	36.7	30.9	30.7	17.4	28.6	14.7	20.0	7.4	—	3.6	—	4.8
	Rural	50.0	28.6	16.7	20.0	—	22.6	—	5.2	—	—	—	13.6
	Ex-Adelaide	37.5	30.7	29.2	17.6	28.6	15.3	14.3	7.2	—	3.4	—	5.2
	All SA	43.6	34.6	32.6	19.4	27.3	18.6	8.3	9.2	100.0	12.2	50.0	8.8
1991	*Adelaide*	71.8	36.1	40.7	19.8	100.0	18.5	15.8	12.2	—	14.0	—	12.6
	Ex Adelaide	37.7	31.3	40.6	20.8	50.0	16.4	19.0	11.3	—	8.1	—	5.9
	All SA	52.2	34.5	40.6	20.0	66.7	17.9	17.5	12.0	—	13.2	—	11.6
WA													
1996	*Perth*	52.3	25.2	27.7	15.0	—	17.2	16.7	8.8	—	13.3	—	8.3
	Other Urban	25.8	22.3	19.3	12.8	100.0	13.6	23.4	7.2	—	8.8	—	4.0
	Rural	18.0	17.9	9.6	9.9	—	—	25.0	6.3	—	—	—	8.2
	Ex-Perth	24.2	22.0	17.5	12.6	100.0	12.8	23.9	7.1	—	8.5	—	4.3
	All WA	30.6	23.8	20.6	14.3	40.0	15.6	21.5	8.1	—	12.1	—	7.3
1991	*Perth*	72.5	37.4	46.7	22.3	—	24.7	43.5	18.5	—	18.8	—	13.6
	Ex Perth	44.5	25.8	35.6	16.1	50.0	15.4	35.6	11.2	—	9.1	—	6.5
	All WA	52.3	33.5	38.7	20.8	33.3	21.8	39.6	16.1	—	16.6	—	12.2
Tas.													
1996	*Hobart*	25.0	26.8	21.5	22.1	—	20.9	10.7	7.1	—	15.2	100.0	13.9
	Other Urban	42.7	27.7	26.7	23.1	—	20.8	20.0	7.1	—	14.7	—	8.1
	Rural	50.0	20.8	36.8	19.7	—	16.7	—	6.4	—	33.3	—	12.5
	Ex-Hobart	43.2	27.2	27.8	22.9	—	20.4	16.9	7.1	—	15.5	—	8.4
	All Tas.	40.2	27.1	26.1	22.6	—	20.6	15.2	7.1	—	15.4	50.0	11.1
1991	*Hobart*	68.2	39.6	45.8	24.0	50.0	8.5	15.8	11.7	—	2.6	—	11.9
	Ex Hobart	45.5	33.9	33.1	25.4	—	18.0	11.1	12.0	—	12.1	—	12.2
	All Tas.	51.9	35.7	37.7	24.8	25.0	13.9	12.3	11.9	—	8.0	—	12.0
NT													
1996	*Darwin*	41.9	23.0	35.7	13.2	100.0	10.0	11.5	7.9	—	5.9	—	7.7
	Other Urban	18.7	13.4	23.8	9.4	20.0	6.5	10.0	4.6	—	5.2	—	1.9
	Rural	24.3	—	12.8	—	—	—	—	12.0	—	—	—	—
	Ex-Darwin	20.3	12.7	21.0	8.8	20.0	6.1	10.0	4.9	—	5.0	—	1.8
	All NT	21.9	16.5	23.6	11.0	33.3	7.9	10.7	6.1	—	5.5	—	5.1
1991	*Darwin*	53.8	35.9	46.4	18.7	—	10.5	14.3	11.9	—	19.8	—	9.8
	Ex Darwin	31.0	21.8	28.2	11.0	—	8.3	10.0	7.6	—	11.3	—	6.7
	All NT	33.6	28.3	32.0	15.5	—	9.5	11.8	9.9	—	15.3	—	8.3
ACT													
1996	*All ACT*	64.7	33.6	29.9	16.1	—	14.5	—	9.4	—	8.4	—	6.7
1991	*All ACT*	25.0	29.4	28.3	13.4	—	14.1	—	6.1	—	6.8	—	5.9

See *Notes to Tables*

Table 22b Unemployment Rates for Indigenous and Non-Indigenous Australians by Highest Educational Qualification, State and Region, 1991 and 1996: 20 to 24 year-old Females

State/		***Highest Level of Educational Attainment***											
Year	**Region**	*Left school 15-*		*Left school 16+*		*Basic Voc Qual.*		*Skilled Voc. Qual*		*Diploma*		*Degree*	
Indigenous . . .		Ind.	Not	Ind.	Not	Ind.	Not	Ind.	Not	Ind.	Not	Ind.	Not
Australia													
1996	*Cap. City*	42.4	21.7	22.5	12.0	18.0	9.7	17.1	9.5	14.4	7.6	6.9	5.5
	Other Urban	30.8	24.2	26.7	15.3	15.8	13.4	23.1	11.1	17.3	9.7	12.5	5.9
	Rural	14.5	22.8	16.5	16.0	50.0	9.7	—	9.5	16.7	10.5	—	2.8
	Ex-Capital City	27.9	24.2	25.4	15.3	16.6	13.3	20.8	11.0	17.2	9.7	11.1	5.7
	All Australia	31.7	22.9	24.5	13.2	17.2	11.1	19.3	10.2	16.1	8.3	8.7	5.5
1991	*Cap. City*	47.4	22.6	28.8	14.1	18.2	11.5	18.5	11.6	16.7	7.7	10.2	9.0
	Ex Capital City	44.1	25.8	36.0	17.7	28.4	15.4	23.5	11.1	10.3	7.7	14.0	8.2
	All Australia	45.1	23.9	33.4	15.1	24.0	12.7	21.1	11.4	13.2	7.7	11.8	8.8
NSW													
1996	*Sydney*	44.7	18.8	18.7	9.8	17.5	7.0	18.2	7.4	11.3	5.4	—	4.1
	Other Urban	53.7	28.4	32.3	16.4	16.2	12.6	25.8	12.2	19.7	9.5	15.4	7.1
	Rural	21.1	28.6	46.8	18.0	100.0	12.5	—	14.8	—	9.0	—	5.9
	Ex-Sydney	50.9	28.4	33.1	16.5	19.5	12.6	24.6	12.3	18.1	9.4	14.3	7.1
	All NSW	48.6	23.3	27.5	12.4	18.7	9.2	22.5	9.5	15.2	6.8	7.0	4.9
1991	*Sydney*	41.6	20.4	21.0	12.7	28.8	9.1	9.4	9.2	11.1	6.8	15.0	7.0
	Ex Sydney	67.2	29.1	48.9	18.7	25.4	15.0	37.9	9.9	14.3	8.7	20.0	10.2
	All NSW	57.4	23.8	37.6	14.5	26.9	11.0	23.0	9.4	12.5	7.3	17.1	7.7
Vic.													
1996	*Melbourne*	30.2	29.0	23.9	13.6	12.0	12.0	—	11.6	—	9.5	—	6.1
	Other Urban	31.6	30.3	23.8	15.8	—	15.8	20.0	10.0	40.9	10.7	50.0	6.3
	Rural	—	25.6	—	17.1	—	11.6	—	5.7	—	13.9	—	2.0
	Ex-Melbourne	31.6	30.1	23.8	15.9	—	15.6	20.0	9.8	40.9	10.8	50.0	6.2
	All Vic.	30.9	29.4	23.9	14.2	7.7	13.2	12.5	11.0	29.0	9.9	13.3	6.1
1991	*Melbourne*	44.2	30.4	21.5	15.4	16.7	13.6	—	14.2	25.0	9.3	—	10.2
	Ex Melbourne	62.2	35.7	33.9	18.1	—	16.7	33.3	11.2	25.0	9.0	—	9.3
	All Vic.	53.4	31.9	26.4	16.0	10.0	14.3	20.0	13.4	25.0	9.2	—	10.0
Qld													
1996	*Brisbane*	48.0	21.2	27.9	12.5	18.4	11.6	16.7	10.4	23.1	8.4	11.8	5.7
	Other Urban	33.7	22.5	28.9	14.4	22.5	15.4	37.9	12.2	11.5	9.7	6.3	5.2
	Rural	16.7	22.3	14.4	14.9	—	7.8	—	11.2	25.0	6.5	—	3.2
	Ex-Brisbane	30.5	22.5	26.9	14.5	22.5	15.2	31.4	12.1	14.1	9.6	6.3	5.1
	All Qld	34.4	22.0	27.1	13.5	21.4	13.6	26.4	11.5	16.7	9.0	9.1	5.4
1991	*Brisbane*	45.8	18.2	36.7	13.7	25.0	12.6	18.8	10.4	25.0	6.2	20.0	9.2
	Ex Brisbane	38.4	20.9	32.2	16.4	36.4	16.3	13.6	13.2	—	6.9	18.8	7.6
	All Qld	40.6	19.6	33.3	15.0	33.9	14.6	15.8	11.9	6.3	6.5	19.4	8.6

Table 22b Unemployment Rates for Indigenous and Non-Indigenous Australians by Highest Educational Qualification, State and Region, 1991 and 1996: 20 to 24 year-old Females (continued)

State/ Year	Region	*Highest Level of Educational Attainment*													
		Left school 15-		*Left school 16+*		*Basic Voc Qual.*		*Skilled Voc. Qual*		*Diploma*		*Degree*			
Indigenous . . .		Ind.	Not	Ind.	Not	Ind.	Not	Ind.	Not	Ind.	Not	Ind.	Not		
SA															
1996	*Adelaide*	50.0	25.0	25.5	14.2	40.0	11.5	33.3	11.3	25.0	9.4	40.0	7.1		
	Other Urban	23.8	25.8	18.6	15.4	—	11.4	—	7.9	—	12.4	—	4.2		
	Rural	100.0	32.8	20.0	14.7	—	5.7	—	7.5	—	24.0	—	—		
	Ex-Adelaide	28.9	26.5	18.8	15.4	—	11.0	—	7.9	—	13.2	—	3.9		
	All SA	38.0	25.4	22.5	14.5	18.2	11.4	25.0	10.3	16.7	10.1	28.6	6.5		
1991	*Adelaide*	52.2	24.6	35.8	14.2	—	12.6	—	10.2	—	6.2	—	11.7		
	Ex Adelaide	32.3	29.1	29.8	17.2	50.0	16.8	—	11.2	100.0	5.2	—	5.3		
	All SA	38.8	25.7	33.3	14.9	28.6	13.4	—	10.4	50.0	6.0	—	10.8		
WA															
1996	*Perth*	43.9	18.5	30.1	11.7	23.1	10.1	25.0	9.6	15.8	8.5	—	6.2		
	Other Urban	19.1	18.6	15.9	11.9	—	11.3	—	9.5	—	7.8	—	3.4		
	Rural	13.6	10.6	5.4	11.7	—	6.1	—	—	—	4.5	—	—		
	Ex-Perth	18.1	18.1	14.3	11.9	—	11.0	—	9.0	—	7.6	—	3.0		
	All WA	23.9	18.3	19.1	11.7	9.1	10.4	12.5	9.4	11.5	8.3	—	5.3		
1991	*Perth*	61.8	22.2	41.5	15.9	—	14.4	40.0	15.2	50.0	10.8	—	11.0		
	Ex Perth	45.2	22.7	38.2	15.1	55.0	12.7	20.0	11.4	—	6.3	—	4.5		
	All WA	50.0	22.3	39.4	15.7	28.2	14.1	30.0	14.1	20.0	9.6	—	9.5		
Tas.															
1996	*Hobart*	33.3	19.1	12.9	12.4	—	8.8	—	3.6	—	11.0	—	8.3		
	Other Urban	25.3	17.3	23.3	16.4	20.0	11.2	—	9.3	—	10.6	—	8.1		
	Rural	—	17.9	—	17.8	—	7.7	—	—	—	40.0	—	6.5		
	Ex-Hobart	22.1	17.3	22.1	16.5	20.0	10.9	—	9.0	—	11.9	—	8.0		
	All Tas.	24.1	17.8	18.8	15.0	14.3	10.2	—	7.3	—	11.6	—	8.1		
1991	*Hobart*	43.5	20.6	34.6	15.2	—	15.6	—	7.8	—	4.1	—	9.9		
	Ex Hobart	35.4	24.7	25.6	21.0	—	12.7	—	11.2	—	9.0	—	4.8		
	All Tas.	38.0	23.3	29.1	18.3	—	13.9	—	9.7	—	6.6	—	7.4		
NT															
1996	*Darwin*	33.3	12.0	19.3	9.2	16.7	8.8	—	8.8	—	12.4	—	5.2		
	Other Urban	18.8	14.7	22.2	8.8	18.8	5.0	—	3.9	—	4.8	—	3.8		
	Rural	11.1	33.3	12.8	—	—	—	—	—	—	—	—	—		
	Ex-Darwin	16.5	15.5	19.5	8.4	15.8	4.9	—	3.8	—	4.5	—	3.5		
	All NT	18.3	14.2	19.5	8.8	16.2	6.9	—	6.0	—	8.2	—	4.4		
1991	*Darwin*	54.3	21.5	31.3	14.7	30.0	14.1	—	20.0	—	12.6	—	10.5		
	Ex Darwin	28.4	11.6	24.7	10.3	—	12.9	—	2.9	—	6.2	—	7.7		
	All NT	32.0	16.8	26.4	12.9	13.6	13.5	—	12.3	—	9.3	—	9.3		
ACT															
1996	*All ACT*	25.0	20.0	10.6	11.3	—	8.9	33.3	7.7	—	7.3	—	5.7		
1991	*All ACT*	—	17.7	10.3	11.0	—	7.3	50.0	8.2	—	7.2	—	5.2		

See *Notes to Tables*

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Table 22c Unemployment Rates for Indigenous and Non-Indigenous Australians by Highest Educational Qualification, State and Region, 1991 and 1996: 20 to 24 year-old Persons

State/ Year	Region	*Highest Level of Educational Attainment*											
		Left school 15-		*Left school 16+*		*Basic Voc Qual.*		*Skilled Voc. Qual*		*Diploma*		*Degree*	
Indigenous . . .		Ind.	Not	Ind.	Not	Ind.	Not	Ind.	Not	Ind.	Not	Ind.	Not
Australia													
1996	*Cap. City*	45.2	25.5	25.5	13.8	22.3	11.6	14.2	7.6	13.8	8.8	11.1	6.5
	Other Urban	35.8	27.7	30.0	17.0	22.0	14.9	19.2	8.8	19.3	10.1	14.4	6.6
	Rural	19.7	25.8	16.7	17.5	25.0	10.6	8.1	7.4	14.3	11.0	—	4.4
	Ex-Capital City	32.9	27.6	28.2	17.1	22.1	14.7	18.3	8.7	18.9	10.1	13.2	6.5
	All Australia	36.0	26.5	27.4	15.0	22.2	12.8	16.8	8.1	16.6	9.3	12.0	6.5
1991	*Cap. City*	57.0	28.6	32.0	16.3	26.6	12.9	21.7	12.1	19.1	9.3	16.2	9.9
	Ex Capital City	44.4	29.2	37.4	19.2	30.8	16.1	23.8	11.6	12.2	8.4	12.2	8.9
	All Australia	48.0	28.8	35.6	17.2	29.1	13.9	22.9	11.9	15.2	9.0	14.6	9.7
NSW													
1996	*Sydney*	44.6	22.2	22.2	11.3	22.8	8.2	11.2	5.7	8.5	6.3	4.1	4.9
	Other Urban	58.7	33.0	37.1	18.6	25.9	14.9	22.6	9.4	22.6	10.0	19.5	8.0
	Rural	34.2	31.2	41.0	19.8	50.0	10.7	—	9.0	—	10.0	—	4.9
	Ex-Sydney	56.0	32.9	37.3	18.7	27.0	14.7	21.9	9.4	21.1	10.0	18.8	7.9
	All NSW	52.3	27.4	32.0	14.3	25.4	10.8	17.9	7.4	15.5	7.5	11.8	5.7
1991	*Sydney*	50.3	25.9	25.0	14.4	23.7	10.3	17.0	9.3	8.8	8.0	26.1	7.8
	Ex Sydney	66.4	33.8	51.5	20.3	35.4	16.3	31.0	10.8	11.1	9.6	20.0	10.1
	All NSW	60.7	29.1	41.5	16.3	30.2	12.2	24.9	9.8	9.8	8.4	23.7	8.2
Vic.													
1996	*Melbourne*	35.0	29.7	21.6	15.2	17.6	13.8	19.4	8.3	24.0	11.2	6.7	7.2
	Other Urban	43.4	32.9	31.2	17.2	—	16.5	12.3	7.8	38.7	11.7	50.0	7.2
	Rural	—	33.3	—	18.5	—	15.9	—	7.9	—	13.3	—	5.5
	Ex-Melbourne	43.4	32.9	30.7	17.2	—	16.4	12.3	7.8	38.7	11.8	50.0	7.1
	All Vic.	39.7	30.9	25.9	15.8	9.5	14.7	15.7	8.1	32.1	11.3	15.8	7.2
1991	*Melbourne*	44.6	33.7	25.3	17.8	37.5	14.3	11.1	14.5	40.0	11.2	33.3	11.3
	Ex Melbourne	60.5	39.1	34.5	20.5	----	17.2	30.0	13.6	25.0	9.8	----	11.0
	All Vic.	53.7	35.3	29.2	18.4	23.1	14.9	20.2	14.2	33.3	10.9	25.0	11.2
Qld													
1996	*Brisbane*	47.4	25.5	29.7	14.1	27.1	14.3	17.0	8.3	13.6	9.0	16.0	6.9
	Other Urban	36.6	25.1	30.8	16.2	26.2	16.3	19.4	9.7	16.9	9.8	9.2	6.0
	Rural	15.0	25.8	13.7	17.0	—	9.7	—	6.6	25.0	10.0	—	4.7
	Ex-Brisbane	32.4	25.1	28.0	16.2	26.2	16.2	18.1	9.5	18.1	9.8	8.8	5.9
	All Qld	35.7	25.2	28.4	15.3	26.5	15.3	17.8	9.1	16.5	9.4	12.6	6.5
1991	*Brisbane*	59.2	24.1	36.7	15.1	50.0	15.3	26.1	10.1	28.6	7.6	16.7	9.8
	Ex Brisbane	36.7	23.3	31.9	17.2	35.4	16.3	18.7	11.5	9.1	7.3	15.8	8.5
	All Qld	41.9	23.7	32.9	16.1	39.4	15.8	21.5	10.9	13.8	7.5	16.2	9.3

Table 22c Unemployment Rates for Indigenous and Non-Indigenous Australians by Highest Educational Qualification, State and Region, 1991 and 1996: 20 to 24 year-old Persons (continued)

State/		*Highest Level of Educational Attainment*											
Year	Region	*Left school 15-*		*Left school 16+*		*Basic Voc. Qual.*		*Skilled Voc. Qual*		*Diploma*		*Degree*	
Indigenous . . .		Ind.	Not	Ind.	Not	Ind.	Not	Ind.	Not	Ind.	Not	Ind.	Not
SA													
1996	*Adelaide*	51.4	32.1	31.2	17.3	33.3	14.2	12.5	10.4	40.0	11.3	50.0	8.0
	Other Urban	32.9	29.1	25.9	16.5	15.4	12.6	16.7	7.5	—	9.0	—	4.4
	Rural	66.7	30.2	18.2	17.6	—	11.9	—	5.7	—	15.0	—	3.0
	Ex-Adelaide	34.9	29.2	25.0	16.6	15.4	12.5	12.5	7.3	—	9.4	—	4.3
	All SA	41.9	31.2	28.3	17.1	22.7	13.8	12.5	9.4	28.6	10.9	33.3	7.4
1991	*Adelaide*	64.5	31.1	38.1	17.1	25.0	14.3	15.8	11.9	----	8.5	----	12.1
	Ex Adelaide	35.2	30.5	36.3	19.1	50.0	16.6	16.7	11.3	100.0	5.7	----	5.6
	All SA	46.4	30.9	37.2	17.5	40.0	14.8	16.3	11.7	50.0	8.0	----	11.2
WA													
1996	*Perth*	49.5	22.4	28.7	13.4	13.6	12.1	18.8	9.0	12.0	10.3	—	7.0
	Other Urban	23.5	21.0	17.8	12.4	23.1	12.0	19.6	7.5	—	8.2	—	3.6
	Rural	16.5	15.3	8.0	10.7	—	3.6	22.2	5.3	—	3.6	—	2.3
	Ex-Perth	22.1	20.5	16.1	12.3	23.1	11.6	20.5	7.4	—	7.9	—	3.5
	All WA	28.3	21.6	20.0	13.1	18.8	11.9	19.8	8.3	6.4	9.7	—	6.1
1991	*Perth*	69.2	30.4	44.2	19.1	----	16.9	42.6	17.9	50.0	13.3	----	12.2
	Ex Perth	44.7	24.6	36.7	15.6	53.8	13.7	31.7	11.3	----	7.1	----	5.3
	All WA	51.6	28.6	39.0	18.3	29.2	16.2	37.2	15.8	20.0	11.8	----	10.7
Tas.													
1996	*Hobart*	29.7	22.9	17.0	17.5	—	13.3	7.5	6.3	---	12.2	50.0	10.4
	Other Urban	33.5	22.4	25.3	20.0	16.7	14.6	17.4	7.5	---	12.2	---	8.1
	Rural	16.7	19.5	28.0	18.9	—	10.5	---	5.9	---	37.5	—	8.6
	Ex-Hobart	31.8	22.2	25.5	19.9	14.3	14.2	14.5	7.4	---	13.4	---	8.1
	All Tas.	31.5	22.4	22.9	19.1	10.0	13.9	12.2	7.1	—	12.9	11.1	9.2
1991	*Hobart*	55.6	29.5	41.1	19.8	20.0	13.4	13.6	11.0	----	3.6	----	10.8
	Ex Hobart	40.8	29.4	30.1	23.4	----	14.4	9.8	11.9	----	10.1	----	7.6
	All Tas.	45.3	29.4	34.2	21.7	10.0	13.9	10.8	11.6	----	7.1	----	9.4
NT													
1996	*Darwin*	37.5	18.8	29.2	11.2	28.6	9.2	10.3	8.0	---	10.1	---	6.1
	Other Urban	18.7	13.9	23.1	9.1	19.4	5.5	9.1	4.5	---	5.0	---	3.1
	Rural	18.6	12.0	12.8	---	---	---	---	9.7	---	---	---	---
	Ex-Darwin	18.7	13.8	20.4	8.6	17.6	5.3	9.1	4.7	---	4.7	---	2.9
	All NT	20.4	15.6	21.9	9.9	21.8	7.2	9.7	6.0	---	7.2	---	4.7
1991	*Darwin*	54.1	29.0	38.2	16.6	30.0	12.8	12.5	13.2	----	15.0	----	10.3
	Ex Darwin	29.9	17.4	26.5	10.6	----	11.5	10.0	6.9	----	7.9	----	7.3
	All NT	32.9	23.1	29.3	14.2	8.1	12.1	11.1	10.3	----	11.3	----	8.9
ACT													
1996	*All ACT*	48.3	27.8	21.0	13.9	—	10.9	20.0	8.9	---	7.7	—	6.1
1991	*All ACT*	14.3	23.8	21.3	12.2	----	9.0	33.3	6.5	----	7.0	----	5.6

See *Notes to Tables*

Table 23a Full-time Employment Ratios for Indigenous and Non-Indigenous Australians by Highest Educational Qualification, State and Region, 1991 and 1996: 20 to 24 year-old Males

State/		*Highest Level of Educational Attainment*											
Year	Region	*Left school 15-*		*Left school 16+*		*Basic Voc Qual.*		*Skilled Voc. Qual*		*Diploma*		*Degree*	
Indigenous . . .		Ind.	Not	Ind.	Not	Ind.	Not	Ind.	Not	Ind.	Not	Ind.	Not
Australia													
1996	*Cap. City*	25.1	44.2	40.2	45.2	36.9	56.3	64.4	76.6	55.4	55.2	58.8	61.5
	Other Urban	17.0	45.4	30.7	52.5	33.3	57.0	55.1	76.8	40.8	61.6	65.7	66.9
	Rural	13.4	45.8	20.5	55.3	50.0	65.2	54.2	76.4	100.0	70.9	50.0	70.9
	Ex-Capital City	16.3	45.4	29.1	52.6	33.9	57.3	55.1	76.8	43.0	61.9	64.5	67.0
	All Australia	18.3	44.8	32.4	47.9	35.0	56.7	58.4	76.7	49.4	57.3	61.2	62.8
1991	*Cap. City*	20.9	47.2	40.8	49.9	45.5	61.9	58.5	72.6	59.1	60.7	50.0	60.0
	Ex Capital City	18.3	49.8	27.2	55.5	45.6	62.2	57.0	73.7	64.3	65.3	100.0	66.5
	All Australia	18.9	48.3	31.2	51.6	45.6	62.0	57.7	73.0	62.5	62.0	62.5	61.2
NSW													
1996	*Sydney*	32.1	44.0	44.6	48.1	56.0	62.5	80.9	78.4	83.3	62.9	62.5	66.3
	Other Urban	15.4	39.2	31.6	48.5	29.4	54.1	55.2	76.1	42.9	60.5	68.4	61.2
	Rural	24.7	43.1	17.7	51.9	—	79.0	100.0	78.1	—	75.6	—	73.4
	Ex-Sydney	16.4	39.4	30.5	48.6	27.8	54.8	56.3	76.2	42.9	60.9	68.4	61.5
	All NSW	20.9	41.7	35.0	48.3	36.7	59.1	65.4	77.3	61.5	62.3	65.7	65.1
1991	*Sydney*	26.0	49.3	48.3	52.1	75.0	65.9	63.0	75.5	100.0	65.0	—	64.9
	Ex Sydney	12.3	44.2	25.1	53.0	31.0	60.9	54.7	75.2	66.7	63.0	—	65.5
	All NSW	17.0	47.2	33.0	52.4	50.9	64.1	58.1	75.4	81.3	64.5	—	65.0
Vic.													
1996	*Melbourne*	30.1	41.9	48.4	43.1	66.7	53.8	63.5	76.4	52.6	51.0	75.0	60.1
	Other Urban	19.5	42.1	37.6	52.2	20.0	55.1	58.0	78.4	25.0	56.5	—	65.7
	Rural	—	34.3	—	55.2	—	64.9	—	75.5	—	62.5	—	71.9
	Ex-Melbourne	19.5	41.7	36.6	52.3	20.0	55.4	58.0	78.2	25.0	56.7	—	65.9
	All Vic.	23.9	41.8	42.8	45.7	37.5	54.3	60.6	77.1	41.9	52.3	75.0	61.1
1991	*Melbourne*	37.6	44.4	44.1	48.9	—	63.5	64.7	70.3	—	57.8	50.0	58.1
	Ex Melbourne	16.3	41.5	37.3	53.5	—	58.5	45.5	71.3	—	64.8	—	62.8
	All Vic.	24.8	43.5	41.3	49.9	—	62.2	55.8	70.6	—	59.2	50.0	58.7
Qld													
1996	*Brisbane*	29.1	47.5	37.9	47.4	12.5	54.0	58.2	77.0	68.2	55.1	44.4	60.3
	Other Urban	24.5	49.7	35.0	54.7	29.6	57.3	57.0	75.4	25.0	62.5	64.7	67.5
	Rural	22.8	48.2	28.6	54.3	—	70.0	25.0	73.6	—	61.5	100.0	64.6
	Ex-Brisbane	24.2	49.6	33.9	54.7	29.6	57.7	55.5	75.4	25.0	62.5	70.0	67.4
	All Qld	25.2	48.8	34.8	51.2	24.4	56.0	56.2	76.0	44.0	58.9	55.3	63.0
1991	*Brisbane*	19.5	51.6	38.1	52.7	33.3	59.6	46.1	75.2	33.3	61.1	100.0	58.3
	Ex Brisbane	27.3	56.5	33.3	58.1	40.0	65.8	56.2	73.9	63.6	66.9	100.0	64.1
	All Qld	25.8	54.4	34.2	55.3	37.7	63.0	52.3	74.4	57.1	64.0	100.0	60.3

Table 23a Full-time Employment Ratios for Indigenous and Non-Indigenous Australians by Highest Educational Qualification, State and Region, 1991 and 1996: 20 to 24 year-old Males (continued)

State/ Year	Region	*Highest Level of Educational Attainment*											
		Left school 15-		*Left school 16+*		*Basic Voc. Qual.*		*Skilled Voc. Qual*		*Diploma*		*Degree*	
Indigenous . . .		Ind.	Not	Ind.	Not	Ind.	Not	Ind.	Not	Ind.	Not	Ind.	Not
SA													
1996	*Adelaide*	11.8	37.5	31.5	43.4	50.0	51.4	57.1	73.5	—	54.1	—	54.3
	Other Urban	13.8	40.6	29.4	56.7	42.9	64.1	20.0	78.0	—	76.3	—	75.7
	Rural	50.0	45.8	55.6	54.9	—	44.1	—	74.7	—	80.0	—	86.4
	Ex-Adelaide	15.4	41.0	32.5	56.6	42.9	62.6	14.3	77.7	—	76.6	—	76.1
	All SA	13.7	38.6	32.0	46.5	45.5	54.5	35.7	74.8	—	57.7	—	57.7
1991	*Adelaide*	11.1	44.4	35.8	49.9	—	59.0	72.7	72.4	—	60.6	—	52.8
	Ex Adelaide	9.0	46.0	25.3	57.8	33.3	62.9	58.3	75.4	—	72.1	—	76.6
	All SA	9.8	44.9	30.3	51.5	20.0	60.0	65.2	73.1	—	62.2	—	56.0
WA													
1996	*Perth*	17.5	49.8	35.1	43.4	20.0	52.1	43.8	73.1	100.0	42.4	75.0	60.4
	Other Urban	13.9	52.6	24.3	63.4	—	62.8	50.9	78.9	75.0	71.9	100.0	83.2
	Rural	10.1	53.6	23.1	70.8	—	64.9	50.0	78.2	100.0	100.0	—	77.9
	Ex-Perth	13.1	52.7	24.1	63.8	—	62.9	50.6	78.8	80.0	72.8	100.0	82.8
	All WA	14.2	51.0	27.6	49.1	14.3	55.8	48.0	75.5	85.7	48.7	80.0	65.4
1991	*Perth*	13.4	45.0	28.9	42.9	50.0	49.5	39.7	65.7	—	50.2	—	57.9
	Ex Perth	20.0	55.7	27.6	64.1	—	59.6	54.2	73.8	—	68.6	—	79.0
	All WA	18.2	48.6	28.0	47.6	25.0	52.5	46.2	68.3	—	54.0	—	61.6
Tas.													
1996	*Hobart*	27.3	40.2	53.1	37.5	100.0	48.9	61.3	78.0	—	43.4	—	47.6
	Other Urban	27.3	46.0	47.4	47.0	33.3	53.6	65.0	77.6	—	54.5	100.0	61.8
	Rural	50.0	46.6	47.4	48.3	100.0	50.0	100.0	80.0	—	66.7	—	55.6
	Ex-Hobart	28.6	46.1	47.4	47.1	50.0	53.4	70.4	77.8	—	54.9	100.0	61.4
	All Tas.	28.3	44.6	49.0	43.6	60.0	51.8	67.6	77.8	—	51.0	50.0	54.2
1991	*Hobart*	31.8	39.3	42.4	45.8	50.0	70.9	84.2	74.3	—	66.1	—	42.1
	Ex Hobart	39.3	47.8	43.8	51.7	100.0	63.8	68.4	71.6	—	63.2	100.0	63.2
	All Tas.	37.3	45.0	43.2	48.9	75.0	66.8	72.4	72.6	—	64.5	100.0	50.2
NT													
1996	*Darwin*	32.6	46.9	32.9	53.7	—	62.6	48.3	75.8	—	60.5	100.0	66.5
	Other Urban	10.5	58.0	18.6	70.3	66.7	87.0	42.9	81.8	100.0	87.6	50.0	79.5
	Rural	4.5	52.6	8.4	79.8	—	50.0	—	71.0	—	100.0	—	70.0
	Ex-Darwin	8.5	57.7	15.5	70.9	66.7	84.7	42.9	81.3	100.0	88.0	33.3	79.0
	All NT	9.8	53.6	17.9	62.0	40.0	74.1	45.1	79.2	50.0	74.9	50.0	71.9
1991	*Darwin*	15.0	44.6	30.0	53.8	—	59.3	75.0	69.1	—	49.1	—	54.8
	Ex Darwin	11.0	58.9	14.4	66.7	100.0	68.9	72.7	73.2	—	60.0	—	63.9
	All NT	11.3	52.2	16.9	59.0	100.0	63.6	73.7	71.0	—	55.0	—	59.1
ACT													
1996	*All ACT*	13.6	35.0	38.0	41.5	100.0	57.8	50.0	75.5	—	52.6	70.0	58.2
1991	*All ACT*	75.0	52.8	50.0	50.3	—	64.9	100.0	78.0	100.0	66.8	100.0	68.9

See *Notes to Tables*

Table 23b Full-time Employment Ratios for Indigenous and Non-Indigenous Australians by Highest Educational Qualification, State and Region, 1991 and 1996: 20 to 24 year-old Females

State/ Year	Region	*Highest Level of Educational Attainment*											
		Left school 15-		*Left school 16+*		*Basic Voc Qual.*		*Skilled Voc. Qual*		*Diploma*		*Degree*	
Indigenous . . .		Ind.	Not	Ind.	Not	Ind.	Not	Ind.	Not	Ind.	Not	Ind.	Not
Australia													
1996	*Cap. City*	11.6	27.6	28.7	36.6	41.9	57.8	39.0	55.1	50.7	57.6	56.3	60.1
	Other Urban	7.7	23.3	17.6	35.6	39.5	48.5	30.8	50.3	36.3	53.7	52.1	62.1
	Rural	7.0	20.0	11.3	33.8	—	45.6	33.3	47.6	22.2	47.8	80.0	69.6
	Ex-Capital City	7.6	23.1	16.7	35.5	38.5	48.4	31.0	50.2	34.8	53.5	54.8	62.4
	All Australia	8.6	25.5	20.2	36.2	39.8	54.1	34.4	52.9	40.7	56.3	55.6	60.7
1991	*Cap. City*	12.2	36.2	29.7	44.4	46.6	60.9	56.7	57.4	51.9	62.4	53.8	56.2
	Ex Capital City	7.5	28.3	14.4	39.6	30.9	51.4	27.1	54.4	48.6	59.1	51.0	61.2
	All Australia	8.8	33.0	19.0	42.9	37.4	58.0	40.6	56.4	50.0	61.4	52.6	57.3
NSW													
1996	*Sydney*	11.3	29.5	34.0	39.5	38.7	63.6	61.5	59.1	51.8	64.5	80.4	66.5
	Other Urban	5.8	20.5	17.3	32.4	33.9	49.0	30.5	50.4	42.7	53.8	44.2	58.3
	Rural	10.9	20.8	16.1	31.9	—	52.4	—	46.6	—	50.2	—	63.6
	Ex-Sydney	6.2	20.5	17.2	32.4	33.0	49.1	28.4	50.3	38.5	53.7	41.8	58.5
	All NSW	7.8	25.2	22.6	36.7	35.3	57.7	38.6	55.2	43.5	60.7	60.4	64.4
1991	*Sydney*	14.9	38.6	35.7	44.9	38.9	65.0	74.3	61.1	55.6	65.8	70.0	61.8
	Ex Sydney	6.1	26.7	14.5	36.8	30.4	54.2	8.3	57.2	64.3	56.2	33.3	56.4
	All NSW	9.2	33.7	21.8	42.3	34.1	61.5	40.8	59.8	60.0	63.2	52.6	60.7
Vic.													
1996	*Melbourne*	16.3	24.1	33.8	35.2	41.9	57.1	46.2	55.8	25.0	55.0	50.0	57.7
	Other Urban	7.8	19.2	22.3	35.8	70.0	48.4	50.0	53.5	28.0	52.1	25.0	59.0
	Rural	—	12.4	—	33.6	—	40.5	—	48.9	—	40.7	—	66.1
	Ex-Melbourne	7.8	18.9	22.0	35.7	70.0	48.0	50.0	53.3	28.0	51.6	25.0	59.3
	All Vic.	11.5	22.2	27.8	35.4	52.9	53.9	48.4	54.9	27.0	54.2	43.8	58.0
1991	*Melbourne*	11.8	32.0	35.9	45.7	66.7	58.9	100.0	56.5	50.0	60.0	100.0	54.2
	Ex Melbourne	10.0	23.3	25.8	42.3	50.0	49.0	50.0	56.4	40.0	59.3	100.0	61.6
	All Vic.	10.8	29.3	31.4	44.9	60.0	56.5	66.7	56.5	44.4	59.9	100.0	55.3
Qld													
1996	*Brisbane*	11.8	28.1	26.6	37.9	50.0	51.9	36.4	53.3	58.8	55.5	45.9	61.0
	Other Urban	7.2	25.5	19.7	38.1	35.3	45.6	18.6	48.4	25.3	54.0	64.7	64.5
	Rural	8.8	18.5	13.8	35.0	—	45.0	50.0	45.5	50.0	48.1	—	69.4
	Ex-Brisbane	7.5	25.1	18.9	38.0	34.5	45.5	22.4	48.3	28.6	53.9	64.7	64.7
	All Qld	8.4	26.3	20.5	37.9	38.2	48.4	28.0	50.2	36.8	54.7	54.5	62.6
1991	*Brisbane*	15.2	38.7	27.2	44.9	56.3	57.3	52.6	56.2	75.0	64.2	16.7	55.1
	Ex Brisbane	9.6	32.1	15.6	41.5	27.5	48.6	46.4	52.6	51.1	60.0	52.6	60.5
	All Qld	11.0	35.1	17.7	43.3	32.3	52.7	48.9	54.3	55.9	62.1	35.1	57.1

Table 23b Full-time Employment Ratios for Indigenous and Non-Indigenous Australians by Highest Educational Qualification, State and Region, 1991 and 1996: 20 to 24 year-old Females (continued)

State/		*Highest Level of Educational Attainment*											
Year	Region	*Left school 15-*		*Left school 16+*		*Basic Voc. Qual.*		*Skilled Voc. Qual*		*Diploma*		*Degree*	
Indigenous . . .		Ind.	Not	Ind.	Not	Ind.	Not	Ind.	Not	Ind.	Not	Ind.	Not
SA													
1996	*Adelaide*	3.4	21.2	19.6	33.3	32.1	50.5	—	47.8	50.0	51.4	25.0	50.4
	Other Urban	8.7	18.6	18.4	34.7	23.1	45.7	33.3	50.1	50.0	52.7	100.0	64.0
	Rural	—	19.8	9.7	32.6	—	38.7	—	53.5	—	42.9	—	66.3
	Ex-Adelaide	8.0	18.7	17.2	34.6	23.1	45.3	33.3	50.4	50.0	52.0	100.0	64.2
	All SA	6.0	20.5	18.6	33.6	27.8	49.2	11.1	48.5	50.0	51.5	40.0	52.9
1991	*Adelaide*	6.3	30.2	22.5	43.0	25.0	56.5	—	57.3	33.3	61.5	66.7	48.0
	Ex Adelaide	9.9	21.7	11.0	38.5	40.0	47.5	50.0	49.4	—	65.0	—	68.8
	All SA	8.5	27.9	17.2	42.1	33.3	54.8	50.0	55.6	20.0	62.2	66.7	50.7
WA													
1996	*Perth*	9.2	31.5	19.6	35.1	38.5	55.9	31.6	50.8	56.5	47.0	47.1	55.3
	Other Urban	7.7	25.7	15.5	40.3	50.0	53.0	20.0	47.0	43.8	55.5	50.0	72.3
	Rural	4.8	21.3	11.3	36.2	—	38.4	—	48.9	—	60.0	—	79.7
	Ex-Perth	7.1	25.4	14.8	40.1	50.0	52.2	16.7	47.1	36.8	55.8	50.0	73.1
	All WA	7.7	29.1	16.3	36.5	45.0	54.7	24.3	49.5	47.6	49.1	47.8	59.7
1991	*Perth*	5.0	38.3	20.0	39.6	64.0	57.2	40.0	51.0	33.3	54.3	50.0	51.5
	Ex Perth	5.1	26.9	10.0	40.4	23.1	49.5	—	49.1	66.7	62.0	100.0	71.9
	All WA	5.1	34.9	13.0	39.8	43.1	55.6	20.0	50.5	50.0	56.2	66.7	55.7
Tas.													
1996	*Hobart*	33.3	33.7	34.3	32.2	50.0	57.9	50.0	55.3	—	46.1	100.0	50.6
	Other Urban	23.9	28.9	24.3	32.6	80.0	54.3	50.0	53.3	100.0	49.3	33.3	62.1
	Rural	40.0	29.9	33.3	32.4	—	43.6	100.0	38.1	—	33.3	100.0	60.7
	Ex-Hobart	25.5	28.9	24.7	32.6	80.0	53.1	60.0	52.5	100.0	48.5	66.7	62.0
	All Tas.	26.9	30.1	27.7	32.5	71.4	54.6	55.6	53.4	66.7	47.6	71.4	56.4
1991	*Hobart*	14.3	35.3	29.1	41.0	33.3	55.0	50.0	60.1	100.0	68.4	—	46.2
	Ex Hobart	25.3	31.7	26.9	35.8	33.3	52.9	40.0	48.1	—	56.1	—	66.8
	All Tas.	21.2	33.0	27.7	38.2	33.3	53.7	43.8	53.2	50.0	62.0	—	55.7
NT													
1996	*Darwin*	18.9	31.1	26.3	42.0	66.7	54.5	—	55.7	100.0	44.8	50.0	62.9
	Other Urban	6.5	35.0	11.3	51.3	41.7	60.4	50.0	54.1	33.3	72.5	50.0	68.4
	Rural	4.7	16.7	7.1	63.1	—	100.0	—	66.7	—	43.8	100.0	100.0
	Ex-Darwin	5.9	33.8	10.0	51.9	37.0	61.6	50.0	54.8	25.0	70.4	66.7	70.9
	All NT	6.7	32.7	12.0	46.9	48.9	57.9	33.3	55.2	40.0	58.0	60.0	66.6
1991	*Darwin*	16.9	32.2	26.1	44.5	43.8	57.9	—	41.4	33.3	56.1	—	48.8
	Ex Darwin	6.0	42.4	11.5	47.4	40.0	54.1	—	53.7	—	64.1	50.0	56.1
	All NT	6.9	36.9	14.4	45.7	41.9	56.0	—	47.2	25.0	60.1	50.0	52.1
ACT													
1996	*All ACT*	—	23.4	37.6	32.8	—	58.0	33.3	54.5	—	52.9	82.4	54.7
1991	*All ACT*	37.5	34.5	40.8	43.5	50.0	62.8	—	55.2	—	59.4	100.0	62.4

See *Notes to Tables*

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Table 23c Full-time Employment Ratios for Indigenous and Non-Indigenous Australians by Highest Educational Qualification, State and Region, 1991 and 1996: 20 to 24 year-old Persons

State/ Year	Region	*Highest Level of Educational Attainment*											
		Left school 15-		*Left school 16+*		*Basic Voc. Qual.*		*Skilled Voc. Qual*		*Diploma*		*Degree*	
Indigenous . . .		Ind.	Not	Ind.	Not	Ind.	Not	Ind.	Not	Ind.	Not	Ind.	Not
Australia													
1996	*Cap. City*	18.1	35.8	34.1	41.0	40.4	57.3	58.2	72.1	52.4	56.7	57.1	60.6
	Other Urban	12.5	34.4	23.7	44.0	37.5	51.2	50.3	71.9	37.5	56.4	56.6	63.8
	Rural	10.3	33.6	15.8	44.3	20.0	51.2	49.4	71.0	30.0	54.5	71.4	70.0
	Ex-Capital City	12.1	34.4	22.5	44.0	37.0	51.2	50.2	71.9	36.8	56.4	57.9	64.1
	All Australia	13.5	35.2	25.9	42.1	38.3	54.9	53.2	72.0	43.2	56.6	57.5	61.5
1991	*Cap. City*	16.4	41.3	34.6	47.1	46.3	61.2	58.2	69.9	53.4	61.8	53.0	57.9
	Ex Capital City	13.0	38.6	20.2	47.3	35.2	54.5	52.0	70.8	52.9	60.9	56.4	63.4
	All Australia	13.9	40.2	24.5	47.2	39.7	59.1	54.7	70.2	53.1	61.6	54.3	59.0
NSW													
1996	*Sydney*	20.6	36.4	38.9	43.8	43.0	63.3	77.0	74.6	59.5	63.9	73.5	66.4
	Other Urban	10.4	29.6	23.9	40.5	32.5	50.5	49.1	71.6	42.7	55.9	54.4	59.4
	Rural	18.8	32.1	16.9	41.5	—	58.5	50.0	72.2	—	56.9	—	66.9
	Ex-Sydney	11.2	29.7	23.5	40.5	31.4	50.8	49.1	71.6	39.3	55.9	52.7	59.6
	All NSW	14.1	33.2	28.4	42.5	35.7	58.1	59.1	73.2	47.3	61.2	62.5	64.7
1991	*Sydney*	20.1	43.4	41.5	48.5	47.9	65.1	65.4	72.9	64.7	65.6	53.8	63.2
	Ex Sydney	9.1	34.7	19.4	44.8	30.6	55.8	47.0	72.5	64.9	58.4	33.3	60.2
	All NSW	12.9	39.8	27.0	47.3	38.2	62.1	54.9	72.8	64.8	63.6	45.5	62.6
Vic.													
1996	*Melbourne*	22.9	33.3	40.5	39.2	47.5	56.0	60.5	72.3	41.9	53.5	56.3	58.7
	Other Urban	13.7	31.6	28.7	44.0	48.6	50.4	56.3	73.9	27.0	53.6	25.0	61.4
	Rural	—	24.6	—	44.6	—	46.4	—	70.4	—	47.1	—	68.1
	Ex-Melbourne	13.7	31.2	28.2	44.0	48.6	50.2	56.3	73.7	27.0	53.4	25.0	61.7
	All Vic.	17.6	32.5	34.5	40.5	48.0	54.0	58.3	72.9	33.8	53.5	50.0	59.2
1991	*Melbourne*	23.5	38.1	39.6	47.2	50.0	60.0	68.4	67.9	40.0	59.4	66.7	56.0
	Ex Melbourne	13.4	32.4	30.7	47.3	40.0	51.7	46.4	69.1	40.0	60.7	100.0	62.1
	All Vic.	17.8	36.3	35.7	47.3	46.2	58.0	57.5	68.3	40.0	59.7	75.0	56.8
Qld													
1996	*Brisbane*	20.5	37.7	31.8	42.6	36.8	52.6	52.4	72.1	62.5	55.3	45.5	60.7
	Other Urban	16.4	38.0	26.8	46.3	33.7	49.5	51.4	69.9	25.2	57.1	64.7	65.6
	Rural	16.6	34.9	21.1	43.9	—	53.3	33.3	67.8	50.0	53.2	100.0	67.9
	Ex-Brisbane	16.5	37.9	25.9	46.2	33.2	49.6	50.3	69.8	27.7	57.0	66.2	65.7
	All Qld	17.3	37.8	27.2	44.5	34.1	50.9	50.9	70.7	38.9	56.2	54.7	62.8
1991	*Brisbane*	17.2	44.6	32.1	48.7	44.1	58.0	47.2	72.0	57.1	63.3	28.6	56.6
	Ex Brisbane	19.3	43.8	23.5	49.6	31.3	54.7	54.6	70.5	56.3	61.9	59.1	62.0
	All Qld	18.8	44.1	25.1	49.2	34.2	56.2	51.8	71.1	56.4	62.7	44.2	58.5

Table 23c Full-time Employment Ratios for Indigenous and Non-Indigenous Australians by Highest Educational Qualification, State and Region, 1991 and 1996: 20 to 24 year-old Persons (continued)

State/		*Highest Level of Educational Attainment*											
Year	Region	*Left school 15-*		*Left school 16+*		*Basic Voc Qual.*		*Skilled Voc. Qual*		*Diploma*		*Degree*	
Indigenous . . .		Ind.	Not	Ind.	Not	Ind.	Not	Ind.	Not	Ind.	Not	Ind.	Not
SA													
1996	*Adelaide*	8.2	29.6	25.1	38.4	37.5	50.8	30.8	67.7	33.3	52.6	22.2	51.9
	Other Urban	11.6	30.5	23.9	45.8	31.9	51.8	25.0	72.6	50.0	61.6	66.7	68.3
	Rural	18.8	33.2	31.0	43.6	—	40.6	—	70.6	—	55.8	—	70.5
	Ex-Adelaide	12.0	30.7	24.8	45.7	31.9	51.0	20.0	72.4	50.0	61.3	66.7	68.4
	All SA	10.3	29.9	25.0	40.1	34.5	50.8	26.1	69.1	37.5	54.1	33.3	54.7
1991	*Adelaide*	8.8	37.1	27.8	46.4	16.7	57.2	72.7	69.5	33.3	61.2	66.7	50.2
	Ex Adelaide	9.4	34.7	17.6	47.8	37.5	53.0	56.7	71.3	—	66.5	—	72.5
	All SA	9.2	36.4	22.8	46.7	28.6	56.3	63.5	69.9	20.0	62.2	66.7	53.2
WA													
1996	*Perth*	13.2	40.6	26.8	39.3	31.7	54.8	40.3	68.0	65.5	45.3	58.6	57.4
	Other Urban	11.0	39.6	19.5	52.2	42.5	56.1	44.1	73.1	57.1	61.3	66.7	76.7
	Rural	7.7	38.3	17.0	52.9	—	47.3	44.4	73.3	50.0	67.8	—	79.2
	Ex-Perth	10.3	39.5	19.1	52.3	42.5	55.5	44.2	73.1	55.9	61.7	66.7	76.9
	All WA	11.1	40.2	21.5	42.9	37.0	55.1	42.6	70.1	60.3	48.9	60.5	62.0
1991	*Perth*	9.3	41.5	23.7	41.2	61.3	55.4	39.7	63.0	33.3	53.0	50.0	54.3
	Ex Perth	13.0	41.6	17.5	52.2	18.8	52.9	41.3	70.0	66.7	63.8	100.0	74.8
	All WA	12.0	41.5	19.4	43.6	39.7	54.8	40.4	65.2	50.0	55.5	66.7	58.3
Tas.													
1996	*Hobart*	30.9	36.6	42.8	34.9	66.7	54.6	58.1	72.7	—	45.2	50.0	49.4
	Other Urban	25.3	35.9	35.4	39.6	62.5	54.1	62.5	73.3	100.0	51.3	50.0	62.0
	Rural	42.9	37.7	42.9	40.8	100.0	45.2	100.0	74.0	—	44.4	100.0	59.0
	Ex-Hobart	26.7	36.0	35.8	39.7	66.7	53.2	68.6	73.3	100.0	51.0	71.4	61.8
	All Tas.	27.5	36.2	37.9	38.0	66.7	53.7	65.1	73.2	66.7	48.8	66.7	55.6
1991	*Hobart*	19.7	36.9	35.7	43.3	40.0	59.9	76.0	71.8	100.0	67.7	—	44.3
	Ex Hobart	31.3	38.5	35.3	43.5	60.0	56.2	64.2	68.3	—	58.5	100.0	65.4
	All Tas.	27.4	38.0	35.4	43.4	50.0	57.8	67.4	69.6	50.0	62.7	50.0	53.3
NT													
1996	*Darwin*	25.3	39.7	29.7	47.9	40.0	56.9	43.8	71.7	50.0	50.5	66.7	64.3
	Other Urban	8.5	48.2	14.9	60.4	52.4	68.9	43.8	76.8	50.0	78.2	50.0	72.5
	Rural	4.6	35.1	7.7	72.7	—	75.0	—	70.0	—	55.0	50.0	91.4
	Ex-Darwin	7.2	47.4	12.6	61.1	48.9	69.1	43.8	76.5	40.0	76.8	50.0	73.8
	All NT	8.3	44.4	14.9	54.3	45.3	63.0	43.8	74.6	42.9	64.1	55.6	68.6
1991	*Darwin*	16.1	37.6	27.6	48.8	43.8	58.4	66.7	64.3	33.3	53.8	—	51.2
	Ex Darwin	8.4	50.9	12.8	56.4	70.0	58.6	72.7	69.9	—	62.6	50.0	59.4
	All NT	9.0	44.2	15.5	51.9	60.9	58.5	70.0	66.9	25.0	58.4	50.0	54.9
ACT													
1996	*All ACT*	6.5	28.9	37.8	37.4	33.3	57.9	42.9	69.1	—	52.8	77.8	56.2
1991	*All ACT*	53.6	42.3	45.6	46.9	50.0	63.3	33.3	73.3	100.0	62.1	100.0	65.5

See *Notes to Tables*

The relationship is somewhat larger in capital cities than in other urban areas, and in other urban areas than in rural areas. The reason for the difference in the strength of the relationship between educational attainment and unemployment is the substantially lower unemployment rates for persons in rural areas without post-school qualifications. CDEP, which is a substantial source of employment in rural areas, may act to reduce the returns to post-compulsory schooling and further education in rural areas.

The relationship between educational attainment and unemployment for males and females separately is similar to the overall results. There are a few differences. Unemployment rates for males for most educational attainments are higher than for females. Skilled vocational qualifications are an exception, and this possibly reflects the strong gender differentiation of apprenticeships. Basic vocational qualifications for males have higher levels of unemployment than schooling past the age of 15.

If the comparison is made with the unemployment levels of those who stayed at school to at least the age of 16, (and here we are referring to relative changes for males and females separately) the change in the probability of unemployment associated with a basic vocational qualification is more favourable for females; with a skilled vocational qualification is more favourable for females; with a diploma is similar for males and females; and for degrees is much more favourable for females -- and this broadly echoes the relative enrolment patterns of the genders.

Indigenous - Non-Indigenous Comparisons

Unemployment rates are higher for Indigenous Australians than for non-Indigenous Australians with the same educational attainment. For most categories of attainment, Indigenous Australians are just under twice as likely to be unemployed as non-Indigenous Australians. The difference is largest for skilled vocational qualifications (a difference in unemployment rates of just over 2 to 1) and smallest for very early school leavers. This pattern is similar for males and for females.

Many of the regional differences exhibit this same pattern -- Indigenous Australians in capital cities have just under twice the unemployment rate of non-Indigenous Australians with the same educational attainments (with a slightly higher difference for skilled vocational qualifications and a slightly lower difference for early school leavers). In rural areas Indigenous early school leavers have lower unemployment rates than non-Indigenous early school leavers and other differences are considerably smaller -- again reflecting the impact of CDEP.

Changes between 1991 and 1996

Absolute Comparisons The striking feature of comparisons of 1991 and 1996 unemployment rates within categories of educational attainment is the reduction in unemployment levels for most categories by about a quarter. The reductions were proportionately least for persons with diplomas and degrees -- hence the returns to higher education and higher level VET courses in terms of a reduced probability of unemployment is lower for Indigenous Australians in 1996 than it was in 1991. This pattern was broadly repeated for the two regional areas, except that for diplomas unemployment rates only increased outside capital cities and for degrees unemployment rates also increased outside capital cities -- again indicating reduced employment returns in non-metropolitan areas to the higher end of educational attainment.

Relative Comparisons The essential shift in relative unemployment rates between 1991 and 1996 has been reductions in Indigenous - non-Indigenous differences at the lower end of educational attainment, marginally increased differences for skilled vocational and diploma qualifications, and increased differences for degrees. These patterns were broadly repeated within the metropolitan and non-metropolitan regions and for males and females separately.

Educational Attainment and the Full-time Employment Ratio

Table 23 shows the number of persons in full-time employment as a percentage of the total populations of 20 to 24 year-olds for Indigenous and non-Indigenous males, females and persons and for categories of region and State. The full-time employment ratio is the sum of the effects of labour market participation, employment, and full-time employment.

The Indigenous Population The full-time employment ratio increases almost uniformly across categories of educational attainment. The exception is that Indigenous persons with Skilled Vocational Qualifications are more likely to have a full-time job than persons with Diplomas -- but diplomas are still associated with higher levels of full-time employment than all other attainments apart from a degree and a skilled vocational qualification. The differences are substantial -- Indigenous Australians with a degree or a skilled vocational qualification are about five times as likely to have a full-time job as a person who left school at age 15 or younger. There are, however, substantial increases in the likelihood of having a full-time job associated with just staying at school longer.

This pattern is more or less repeated for each region. Within educational attainments, the likelihood of having a full-time job is higher in capital cities and other urban areas than in rural areas. The sole exception is the degree category in which having a full-time job is far more likely in rural areas. Full-time employment ratios are higher for males for all categories of attainment. Females with skilled vocational qualifications have a far lower likelihood of being in full-time employment than males with skilled vocational education qualifications. The result is that for females diplomas are a relatively better qualification in terms of full-time employment.

Indigenous - Non-Indigenous Comparisons

Differences between the full-time employment ratios of Indigenous and non-Indigenous Australians are greatest for the lower levels of educational attainment and least for those with higher educational attainments. For persons who left school at age 15 or younger, non-Indigenous Australians are more than two and a half times more likely to have a full-time job than Indigenous Australians. Compared with Indigenous Australians, non-Indigenous Australians were about 60%, 40%, 35%, 30% and 7% more likely to have a full-time job if they had left school at 16 or older, had a basic vocational qualification, a skilled vocational qualification, a diploma or a degree respectively. Although this pattern is not perfectly preserved with regions, differences are generally smaller in capital cities except for degrees. Again, the pattern is similar for males and females.

Changes between 1991 and 1996

Absolute Comparisons The percentage of Indigenous persons with a full-time job has increased or decreased for most educational attainment categories by only one or two percentage points and it would probably be unwise to make too much of this. The exception is the Diploma category, which declined by about 10 percentage points (from 53.1% in 1991 to 43.2% in 1996). As with unemployment rates, this change was restricted to non-metropolitan areas where the decline was about 16 percentage points. The relatively few males with a Basic Vocational Qualification also had a decline in full-time employment, but this was shared across regions.

Relative Changes Changes in the relative rates of full-time employment of Indigenous and non-Indigenous Australians are fairly small except for the two lowest categories which show an improvement in equity and the diploma category which shows a marked increase in the difference, that is, a decline in equity.

NOTES FOR TABLES

Summary Table

1. Results are from tables prepared by the ABS from the 1996 Census.
2. Results may differ from published estimates. Published estimates include corrections for under-enumeration. The prepared tables include some randomisation to preserve confidentiality.
3. Information for persons who did not respond to the Census question on Aboriginal or Torres Strait Islander origin have been excluded from the table.
4. Percentages for educational participation, educational attainment and labour force status exclude persons for whom no information was available.
5. Percentages all refer to the total Indigenous and non-Indigenous populations for the given age group.
6. Educational participation for 14-year-olds may reflect ABS census processing protocols rather than reality. These estimates should be treated with considerable scepticism.

Table 1

1. Results are from tables prepared by the ABS from the 1996 Census.
2. Results may differ from published estimates. Published estimates include corrections for under-enumeration. The prepared tables include some randomisation to preserve confidentiality.
3. Information for persons who did not respond to the Census question on Aboriginal or Torres Strait Islander origin have been excluded from the table.
4. Capital cities are the capital cities of each of the 8 States and Territories. *Other urban* includes urban centres outside capital cities. An urban centre is a population cluster of 1,000 or more people. Rural includes persons living in localities of between 200 to 999 people. Each urban centre and/or locality (UCL) is bounded (i.e., a boundary for it is clearly defined) and composed of one or more whole collection districts (CDs). UCLs are defined for each Census and are current for the date of the Census. The criteria for bounding UCLs are based on the Linge methodology. For more information and a list of the UCLs, refer to the ABS publication *Statistical Geography Volume 3: Information Paper Australian Standard Geographic Classification (ASGC) Urban Centres/Localities, Australia* (2909.0).

Table 2

1. Results are from the National Schools Statistical Collection for the years 1990-1997. Apparent Year 12 retention utilises data on enrolments prior to Year 12. This was not available for all States for the necessary years. Unavailability of data is indicated by ---- in a cell.
2. Apparent Year 12 retention rates also reflect the effects of inter-State migration, mortality rates, inter-country migration and the accuracy with which students are identified as Indigenous.
3. Rates are based on 'Start of secondary school' enrolments -- Year 7 in New South Wales, Victoria, Tasmania and the Australian Capital Territory and Year 8 in the remaining States. To the extent that Indigenous students are less likely to be enrolled at this stage, Year 12 rates will over-estimate Indigenous retention and under-estimate Indigenous - non-Indigenous differences.
4. Rates exclude 'Ungraded enrolments'. Indigenous students are over-represented in this category and hence retention rates over-estimate Indigenous retention and under-estimate the Indigenous - non-Indigenous difference.
5. *Ratios* are of retention rates of Indigenous to non-Indigenous students. Values closer to 1.00 indicate less difference between the two groups, values closer to 0.00 indicate greater difference.

Table 3

1. Results are from the National Schools Statistical Collection for the years 1995-1997.
2. Retention rates greater than 100 (and negative school discontinuation rates) can be attributed to changes in the accuracy of record keeping (possibly associated with transitions to senior secondary schools or movement from area schools, registration for examinations, or application for

ABSTUDY), changes in the willingness of students and parents to identify as Indigenous, inter-State movements (particularly in the case of the ACT).

3. Retention rates in Table 3a are based on Year 8 enrolments and hence over-estimate Indigenous retention to the extent that there is any higher rate of leaving school for Indigenous students prior to Year 8. Retention rates in Table 3b are strictly apparent Year 12 retention in secondary school.
4. Discontinuation rates in Table 3a are based on the average discontinuation rate for students who were in Year 8 in 1991-93. Hence Year 10 discontinuation compares enrolments in Year 10 in 1993-95 with Year 9 enrolments in 1992-94. In Table 3b discontinuation rates are for separate cohorts -- the Year 10 rate compares enrolments in Year 10 in 1997 with enrolments in Year 9 in 1996.

Table 4

1. Results are from tables prepared by the ABS from the 1991 and 1996 Census.
2. Results may differ from published estimates. Published estimates include corrections for under-enumeration. The prepared tables also include some randomisation to preserve confidentiality.
3. Information for persons who did not respond to the Census question on Aboriginal or Torres Strait Islander origin or for whom information about school attendance was unavailable have been excluded from the table.
4. Comparisons between the 1991 and 1996 Censuses should be treated with care because of possible improvements in enumeration of Indigenous persons and the extent to which persons identified as Indigenous.
5. *Any Education* includes *Other Education* not shown separately in the table.

Table 5

1. Participation rates consist of two elements -- a numerator which is enrolments from NCVER's AVETMISS data collection of VET enrolments, and a denominator derived from ABS population estimates for Indigenous persons and persons as a whole.
2. The combination of two different data sources, particularly when a match is required on Indigenous status, is prone to error.
3. There was considerable missing information for Indigenous status, age and sex in the AVETMISS collection. Estimates have been adjusted to compensate.
4. AVETMISS data is enrolment data and includes multiple enrolments. Hence the interpretation of these results as person-participation rates is at best approximate.
5. The tendency of Indigenous students to enrol in shorter courses increases the scope for multiple enrolments and may mean result in over-estimates for Indigenous students.
6. State is the State of the institution at which persons are enrolled and may differ from their State of origin.
7. Overseas students have been excluded from the table.
8. Stream 1000 (hobby and leisure) courses are excluded from the table.

Table 6

1. Results are based on enrolment data from NCVER's AVETMISS data collection of VET enrolments.
2. The regional classification does not correspond precisely to ABS classifications and is based on residential postcode.
3. Enrolments by overseas students have been excluded from the tables.
4. Stream 1000 (hobby and leisure) courses are excluded from the table.

Tables 7, 8 and 9

1. Tables were supplied from NCVER's AVETMISS data collection of VET enrolments.
2. Stream 1000 (hobby and leisure) courses and award only enrolments are excluded from the table.

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Table 10

1. Participation rates consist of two elements -- a numerator which is enrolments from DEETYA's Higher Education Student Data Collection of university enrolments, and a denominator derived from ABS population estimates for Indigenous persons and persons as a whole.
2. The combination of two different data sources, particularly when a match is required on Indigenous status, is prone to error.
3. There was some missing information for Indigenous status in the HESDC. Estimates have been adjusted to compensate.
4. Overseas students have been excluded from the table.

Tables 11, 12, 13 and 14

1. The tables are based on 1996 first-semester enrolment data from HESDC.
2. The tables exclude persons for whom information about Indigenous status was missing.
3. Overseas students have been excluded from the table.

Table 15

1. Results are from tables prepared by the ABS from the 1991 and 1996 Censuses.
2. Results may differ from published estimates. Published estimates include corrections for under-enumeration. The prepared tables also include some randomisation to preserve confidentiality.
3. Information for persons who did not respond to the Census question on Aboriginal or Torres Strait Islander origin or for whom information about educational attainment was missing have been excluded from the table.
4. Comparisons between the 1991 and 1996 Censuses should be treated with care because of possible improvements in enumeration of Indigenous persons and the extent to which persons identified as Indigenous.
5. Comparisons between 1991 and 1996 for the rural-remote regions were difficult because of the randomisation of values in the preparation of the tables (in order to protect the confidentiality of respondents). Hence other urban centres and rural localities have been combined to produce a non-metropolitan (or ex capital city) category to improve the comparability of estimates for 1991 and 1996).
6. Persons who were still at school are not included in the tables.
7. Mean age left school is calculated using *15 or below* as 15 years and *19 or above* as 19 years. Given that it is believed that Indigenous students are more likely to leave school before age 15 than non-Indigenous students, estimates of mean age left school for Indigenous students are likely to be biased upwards and hence the size of the Indigenous - non-Indigenous difference is under-estimated.
8. *Ex-Capital City* corresponds to *Other-Urban* and *Rural*. Values are included to facilitate comparison with the 1991 Census for which separate values for other urban and rural were not easily obtainable.
9. Values for New South Wales and the Australian Capital Territory exclude Jervis Bay (Wreck Bay) which is treated as part of *Other Territories*.
10. Values for Australia as a whole include *Other Territories*.

Table 16

1. Results are from tables prepared by the ABS from the 1991 and 1996 Censuses.
2. Results may differ from published estimates. Published estimates include corrections for under-enumeration. The prepared tables also include some randomisation to preserve confidentiality.
3. Information for persons who did not respond to the Census question on Aboriginal or Torres Strait Islander origin or for whom information about labour market status was missing have been excluded from the table.

4. Comparisons between the 1991 and 1996 Censuses should be treated with care because of possible improvements in enumeration of Indigenous persons and the extent to which persons identified as Indigenous.
5. Full-time work is working 35 hours or more per week. Information on hours worked per week was not available for some persons -- hence full-time and part-time work do not sum to total employment.
6. A small number of individuals classified as *Still at school* were excluded from the table.
7. CDEP is the Community Development Employment Projects scheme administered by ATSIC. Although shown separately, it is also included as employment and classified as full- or part-time on the basis of the number of hours worked.
8. Caution is required when interpreting values for CDEP employment. Explicit questions regarding involvement in CDEP were not asked universally (particularly in urban centres) and hence estimates are likely to be subject to under-enumeration.
9. *Employment* includes any respondent who indicated that they were in employment. There were some individuals who could not be allocated to CDEP, full-time or part-time employment.
10. *The labour force* includes all respondents who indicated that they were employed or unemployed (including CDEP participants).
11. *The population* includes respondents who were either in the labour force or not in the labour force. It excludes individuals for whom no information was available on their labour force participation.
12. *Ex-Capital City* corresponds to *Other-Urban* and *Rural*. Values are included to facilitate comparison with the 1991 Census for which separate values for other urban and rural were not easily obtainable.
13. Values for New South Wales and the Australian Capital Territory exclude Jervis Bay (Wreck Bay) which is treated as part of *Other Territories*.
14. Values for Australia as a whole include *Other Territories*.

Table 17

1. Numbers have been allocated to placement categories according to Assistance-Type indicator values recorded in DEETYA's Program Administration and Statistical System (rather than by the more commonly used program category approach). This differentiates activities under the multiple assistance type programs, TAP - Training for Aboriginals and Torres Strait Islanders, and National Training Wage. Traineeships and Apprenticeships are Assistance Types 18 and 19. Wage subsidy placements are recorded as Types 11 and 12.
2. Values for *% Unemployed* were computed from tables prepared by the ABS from the 1996 Census. They show the percentage of unemployed persons who are Indigenous (rather than the per cent of Indigenous persons who were unemployed) and are therefore the same across all three tables. Persons for whom Indigenous status was not recorded were removed from the analysis. This is equivalent to assuming that Indigenous and non-Indigenous are represented among this group in proportion to their representation for those whose status is known. While this is not an entirely satisfactory solution to the problem of missing information, it is perhaps preferable to including those for whom no information is available with the non-Indigenous group (and assuming implicitly that there are no Indigenous persons among this group) or *vice versa*. It is certainly preferable to treating the *no information* group separately, in which case estimates of unemployment for both Indigenous and non-Indigenous are in a strict statistical sense biased downwards.
3. Values for *% Indigenous* are the percentage of commencements who were Indigenous. These are taken from DEETYA administrative records for the various forms of assistance.
4. The percentage of completions is based on participants who either completed or withdrew from the program. Participants who were continuing in the program at the end of the period were not included in the calculation.
5. Many State, and particularly State for male and female, estimates are based on relatively few cases and should be interpreted accordingly.

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Tables 18, 19, 20 and 21

1. Numbers have been allocated to placement categories according to Assistance-Type indicator values recorded in DEETYA's Program Administration and Statistical System (rather than by the more commonly used program category approach). This differentiates activities under the multiple assistance type programs, TAP - Training for Aboriginals and Torres Strait Islanders, and National Training Wage. Traineeships and Apprenticeships are Assistance Types 18 and 19. Wage subsidy placements are recorded as Types 11 and 12.
2. Tables are for persons who were expected to complete between 1 April 1996 to 31 March 1997 (inclusive) and exclude persons who received further assistance.
3. The cohort represented by these tables is not these same as for Table 17.
4. Estimates are based on a mail survey some 3 months after program completion and are subject to the usual biases of non-response.
5. *Study* is treated separately in the table and is independent of labour force status.

Tables 22 and 23

1. Results are from tables prepared by the ABS from the 1991 and 1996 Censuses.
2. Results may differ from published estimates. Published estimates include corrections for under-enumeration. The prepared tables also include some randomisation to preserve confidentiality.
3. Information for persons who did not respond to the Census question on Aboriginal or Torres Strait Islander origin or for whom information about labour market status or educational attainment was missing have been excluded from the table.
4. Comparisons between the 1991 and 1996 Censuses should be treated with care because of possible improvements in enumeration of Indigenous persons and the extent to which persons identified as Indigenous.
5. Full-time work is working 35 hours or more per week. The full-time employment ratio is persons in full-time employment as a percentage of those in employment (including full-time), unemployed or not in the labour force.
6. The unemployment rate is the percentage of persons in the labour force who are unemployed.
7. A small number of individuals classified as *Still at school* were excluded from the table.
8. *Ex-Capital City* corresponds to *Other-Urban* and *Rural*. Values are included to facilitate comparison with the 1991 Census for which separate values for other urban and rural were not easily obtainable.
9. Values for New South Wales and the Australian Capital Territory exclude Jervis Bay (Wreck Bay) which is treated as part of *Other Territories*.
10. Values for Australia as a whole include *Other Territories*.

Tables in the Appendix

There are two categories of tables in the Appendix:

NATSIS Tables

Further information on the tables is contained in ABS reports on the *National Aboriginal and Torres Strait Islander Survey* -- details are provided in the bibliography.

VET Participation Tables

1. Values in these tables were subject to extensive randomisation of responses. In some instances this appears to be a serious problem for estimates of Indigenous participation in VET. The briefer tables in the full report were not subject to this randomisation and provide more reliable estimates (if less detail).
2. Persons for whom no information was available on their Indigenous status were removed from the analysis.
3. Estimates for Australia include enrolments for whom information on the region was not available.
4. Overseas students were removed from the analysis.
5. The regional classification does not correspond to the ABS UCL classification used elsewhere in this report.

ANNOTATED BIBLIOGRAPHY[1]

Aboriginal And Torres Strait Islander Commission. (1996). *Pathways to sustained economic development for Aboriginal and Torres Strait Islander peoples: a discussion paper* http://www.atsic.gov.au

This paper reviews the policy direction of the AEDP. Despite the achievements of the policy in bringing about improved levels of Indigenous participation in Australia's economy and workforce, strategies are needed to target areas of continued underachievement including private sector participation. Indigenous participation in Australia's economy and workforce still remain unacceptable low: in 1994, 38 per cent of Indigenous people remained unemployed (compared to 10 per cent of the general workforce) and of these, 77 per cent had been looking for work for 3 months or more, and 50 per cent had been unemployed for 12 months or more.

The paper states that the targets set down in the original AEDP are no longer achievable and that any new policy proposals must also be realistic and recognise that the development of an economic base for many Indigenous communities, particularly those in distant areas, will be influenced by remoteness, underdeveloped technical and entrepreneurial skills, sometimes contradictory cultural values, lack of local and regional infrastructure, and a lack of capital. For many communities who live in areas which have weak or non-existent primary labour markets, CDEP will remain the only employment option. Employment and income outcomes for these communities will not mirror, in any statistical way, those of non-Indigenous people.

Economic development for Indigenous communities ranges from subsistence activities focused on food production, to community activities aimed at preserving a healthy environment and quality of life, to economic activities leading to increased employment, income generation and financial independence. The paper suggests a number of inter-linked ways through which this can occur, such as: paid employment in both the mainstream labour market and the Indigenous sector; establishment of viable business enterprises owned and operated by Indigenous people, either outright or in partnership with non-Indigenous partners; deriving income from capital, such as cash, land or other assets and reinvesting earnings into Indigenous enterprises and communities; supporting subsistence and informal economic activities in remote areas.

Aboriginal And Torres Strait Islander Commission. (1994). *Review of the AEDP.* Canberra: ATSIC.

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[1] Due to the time constraint in compiling the bibliography, some of the abstracts from the AEI data base and the CAEPR web site have been used as annotations in the bibliography when it was felt that they provided useful summaries of the article. Where this is the case, this is noted at the end of each annotation.

The AEDP was established in response to high levels of unemployment among Indigenous peoples and the economic consequences of dispossession; 'at three times the level of other Australians, the employment situation of our indigenous peoples is another national disgrace' (p. xii). This review describes the economic and employment situation of Indigenous peoples, assesses the progress of the AEDP and programs delivered under the AEDP umbrella. The review recommends that program assistance be continued and increased, noting that the design, delivery and evaluation of labour market programs needs to negotiated on the basis of self-management and self-determination for Aboriginal and Torres Strait Islander peoples, supporting their aspirations in ways that are relevant to their diverse circumstances.

Ah Chee, D. (1997). *Good practice means self-determination. A case study from central Australia.* Paper presented to ANTA's ATSIPTAC Network Exchange, Canberra, 25 August.

This paper describes work being done in the independent community-controlled Indigenous education sector on three outstation communities in Central Australia, in the area of land management training. This sector operates independently from the TAFEs and non-Indigenous private providers. The course described in this paper is an adaptation of the Victorian Certificate II in Australian Land Conservation and Restoration which is delivered on the outstations themselves. The appropriate custodians are employed as well as the other senior people and interpreters. Exhaustive consultation and learning meetings were held to develop the course and a flexible timetable developed. Transport was provided as well as resources including written materials in plain English. This course was identified as an example of 'good practice' primarily due to the extensive consultation, the degree to which it meets the needs of the participants and their communities and the way in which it provided realistic pathways for the participants.

Ainley, J. (1994). *School Achievement Among Aboriginal and Torres Strait Islander Students.* Melbourne: ACER.

This paper is primarily concerned with the literacy and numeracy achievement of Indigenous students in their primary and junior secondary years of schooling. Indigenous primary school students performed at substantially lower average levels than non-Indigenous students: approximately one-fifth of Indigenous students achieved at levels above the average of students as a whole. There were also substantial differences in the average achievement of secondary students. The differences between Indigenous and non-Indigenous students was greater in rural areas.

Ainley, J., Malley, J. and Lamb, S. (1997). *Thematic Review of the Transition from Initial Education to Working Life: Australia: Background Paper.* Melbourne: ACER.

Describes the contextual and institutional factors regarding schooling VET and higher education in Australia and the way in which these educational structures are organised. Issues of youth unemployment, marginal unemployment and general trends regarding pathways of transition are outlined. There is no specific consideration of Indigenous students, however the paper provides a broad overview of the topic. A comparison between early school leavers and school completers in terms of unemployment found that there were benefits in completing Year 12, benefits which have increased over the past 12 years. Year 12 also provides access to further study. Early school leaving was found to be strongly related to family educational and cultural resources. Rates of dropping out were also related to where families lived (higher in rural areas), English speaking background of parents (lower for students with non-English speaking fathers) and socio-economic status.

Ainley, J., Robinson, L., Harvey Beavis A., Elsworth, G. and Fleming, M. (1994). *Subject Choice in Years 11 and 12.* Canberra: AGPS

This report describes patterns of subject enrolments by students in the final two years of secondary school and the relationship of those patterns with a range of personal, social and school characteristics. It examines the combination of subjects which students include in their programs since the package of subjects may be more influential than enrolment in any particular subject. Information is provided regarding patterns of enrolment for Indigenous students. (AEI)

Ainley, J. and Robinson, L. (1994) *Subject choice by Aboriginal and Torres Strait Islander students in Year 11 and Year 12.* Unpublished paper. Melbourne: ACER.

Using the data collected for the above project, this report contains a more detailed analysis comparing the enrolment patterns of Indigenous and non-Indigenous students. In contrast to other students, Indigenous students tended to have lower enrolments in the physical sciences, languages other than English, mathematics, economics and business and higher enrolments in the key learning areas of technology and health and physical sciences.

Albany Consulting Group/ Ian Cameron Research. (1993). *Evaluation of the Students at Risk (STAR) Component of the National Equity Program for Schools (NEPS) Final Report*. Sydney.

This report presents results of an evaluation of the effectiveness of the STAR component of the NEPS in non-government schools and the operational effectiveness of STAR in both government and non-government schools. (NB STAR is no longer funded. Full Service Schools for Students at Risk has replaced STAR but is focussed at Years 10, 11 and 12.). The basis for allocation to systems was on retention rate data. STAR projects supported students who were facing a wide range of factors both educational (notably literacy) and social. There is a case to support programs in primary schools given the link between literacy and self esteem.

A reference to Indigenous students noted the 'low income of ATSI people and their higher representation in one parent families (33 per cent of the 40,500 ATSI families with dependent children were classified as one-parent' (p. 11). A list of 'performance indicators' for success of programs like STAR is included (p 23). Addressing the needs of STAR students was part of the broader debate about the changing role and focus of schools as institutions.

Altman, J. C. (1997). *The CDEP Scheme in a New Policy Environment: Options for Change?* Discussion Paper No. 148. Canberra: ANU, Centre for Aboriginal Economic Policy and Research (CAEPR).

This paper describes the Community Development Employment Projects (CDEP) scheme, its genesis, survival, expansion and major achievements. The authors argue that, despite the success of the scheme, there may need to be a reduction in the independence afforded participating communities which currently decide how CDEP scheme funds are used. While such community autonomy is a major strength of the scheme from the Indigenous perspective, it is also resulting in a wide diversity in outcomes that is making rigorous evaluation and associated allocation of discretionary resources extremely problematic. (CAEPR)

Altman, J. C. and Hunter, B. (1996). *The Geographic Distribution of Unemployment-Related Benefits and CDEP Scheme Employment.* Discussion Paper No. 112. Canberra: ANU, CAEPR.

The analysis of the geography of unemployment-related benefits and Community Development Employment Projects (CDEP) scheme employment yields several insights into Indigenous labour market activity. By simultaneously examining both, it is possible to estimate the proportion of the Indigenous labour force which depends on some form of government assistance. The CDEP scheme also alters geographic patterns of unemployment and long-term unemployment and partially redresses the spatial mismatch of employment demand and Indigenous labour supply. Future policy should focus on increasing the mobility of Indigenous workers across areas, industry and occupation. (CAEPR)

Altman, J. C. and Taylor, J. (1994). *Estimating Indigenous Australian Employment in the Private Sector.* Discussion Paper No. 70. Canberra: ANU, CAEPR.

Impetus for attempting to delineate 'real' private sector employment derived from concerns regarding the shortcomings of data on this issue identified by the review of the Aboriginal Employment Development Policy (AEDP). In seeking to address these concerns, private sector employment is defined here as consisting of activities that do not depend primarily on government funding for their existence. Using census data, two methods are employed to estimate change in the number of Indigenous people employed in this redefined private sector in 1986 and 1991. The first, a residual approach, uses a mix of census statistics and administrative data sets. The second is based on judicious scrutiny of detailed industry tables from the census cross-classified by private sector employment. Revised statistical limits of Indigenous employment in the private sector are produced with intercensal growth substantially deflated. (CAEPR)

ANTA. (1997/1998) *Demonstrating Best Practice in VET Project 1997/98. Aboriginal Mothers, Participation in Early Intervention Education of their Children.* Brisbane: ANTA

This project involved the delivery of a Literacy and Numeracy course for Koori mothers with pre-school and primary school aged children with the aim of increasing parental participation in the schools and enhancing the motivation and achievement of the students.

ANTA (1996). *Participation and Attainment of Individual Client Groups within Vocational Education and Training.* Brisbane: ANTA.

This report was to provide baseline data regarding participation and attainment for four target groups in the community. Overall, Indigenous peoples were found to have lower educational levels than non-Indigenous people (42 per cent leave school before the age of 16) and as a consequence, lower participation in the labour market and in employment requiring lower skill levels. They are well represented in TAFE but have lower success rates within modules. The qualifications that Indigenous peoples obtained were skewed towards lower skill level (Certificates rather that Advanced certificates) and they were less likely to participate in higher education.

ANTA. (1996). *Equity 2001: Strategies to Achieve Access and Equity in Vocational Education and Training for the New Millennium.* Brisbane: ANTA

This paper presents a 10 point approach to achieving improved access and equity for groups which are under-represented in vocational education and training, including Indigenous peoples. Strategies include: improving funding arrangements (longer term funding, based on outcomes sought and appropriately costed); more relevant training which is realistically linked to employment or other outcomes; improving discriminatory attitudes which also means raising the expectations of educators and employers regarding the courses chosen and levels of work expected of targeted groups; increasing literacy and numeracy skills; including basic work and life skills modules in training where appropriate; improving student and employee support; improving child care provisions for students; eliminating bias in competency standards, course content, teaching and assessment; increasing recognition of prior learning; and, improving flexible delivery.

ANTA. (1997). *Participation in Group Training, A Supplementary Paper to Taking Care of Business: Growth Through Group Training.* Brisbane: ANTA.

Group Training Schemes are intended to increase the number of apprenticeships and traineeships with small employers. This paper provides data concerning the representation, retention and completion of apprentices and trainees in group training for particularly client groups, including Indigenous peoples. Indigenous peoples in contracts of training are more likely to be with Group Training Schemes than with private sector employers and are more likely to be in traineeships that apprenticeships. Trainees are well represented across occupations; apprentices are more likely to be in building and construction (and less likely to be in electrical and printing trades). Completion rates for trainees and retention rates for apprentices are lower for Indigenous peoples than non-Indigenous.

ANTA. (1998). *Equity in New Apprenticeships: Background Paper.* Brisbane: ANTA.

The New Apprenticeships Scheme offers increased flexibility and supports a potential growth in training opportunities. This paper provides an overview of the access and equity implications of the scheme. The scheme is inclusive of a wider range of industries and occupations which increases people's access to publicly funded VET and training resources. The concept of User Choice means that groups can choose training which meets their needs. School students can engage in part-time paid apprenticeships which allows them the chance to complete the first stage of an apprenticeship and gain VET qualifications while remaining at school. Apprentices may become indentured to Group Training organisations who can organised ongoing employment across a number of employers which increases the availability of work to apprentices. The Scheme also provides for an increase in support services available.

ANTARAC. (1998). *Djama and VET: Exploring Partnerships and Practices in the Delivery of VET in Rural and Remote Aboriginal Communities. Volumes 1 and 2.* Northern Territory: NTU: Bachelor College; Training Network NT.

Volume 1 is an overview of issues which emerge from a review of the literature and research into six case studies of VET programs in rural and remote areas. The key issues which emerged included the significance of relationships with the interaction between Indigenous and non-Indigenous cultures, the impact of national policy on local communities and the implications for national curriculum design when it is introduced into remote communities. Although policy makers may appreciate what is needed to partially address training needs of communities, training providers often continue to deliver training in inappropriate ways and without adequate consultation for a number of reasons, sometimes to meet their own funding requirements.

The authors make recommendations regarding principles for best practice for VET delivery in remote Indigenous communities which include: culturally appropriate VET delivery; meaningful relationships between communities and training providers; workplace learning as a significant component of the program; customised training responses; quality student support; professional development for trainers. It is also suggested that vocational training should be delivered for work embedded in Indigenous community business.

Volume 2 documents the six case studies: the Certificate in Horticultural Skills (Aboriginal communities) delivered by NTU to the outstations of Arnhemland; the Certificate in Health Studies (Aboriginal Community Health) delivered by Batchelor College in three remote communities in Central Australia in the Northern Territory; the Dhimurru Land Management Aboriginal Corporation situated in north-east Arnhemland; the Milikapiti Nutrition Program on Melville Island; Introduction to Stock and Station Skills, delivered at King Valley Station by Bill Fordham (the first Indigenous person to become a registered training provider in the Northern Territory); and the Katherine Tour Guide Training Program, involving a partnership between two Indigenous organisations based at Katherine and the Faculty of Aboriginal and Torres Strait Islander Studies, NTU.

ATSIPTAC. (1997). *New Apprenticeship and Traineeship Opportunities for Aboriginal and Torres Strait Islander Peoples. Discussion Paper*. Melbourne: ATSIPTAC.

The New Apprenticeships scheme provides an opportunity to increase what is currently a poor representation of Indigenous people amongst apprentices, provided that Indigenous people are fully involved and consulted. This paper provides an overview of the barriers to access and equity in VET which include limited pre-vocational programs, low literacy and numeracy skills, discrimination in many workplaces, limited employment opportunities in many communities and culturally insensitive educational institutions and work places. Individuals may also be disadvantaged by lack of child care, lack of transport and financial problems. ATSIPTAC recommends that vocational education should be based on local community needs. Pre-vocational courses should be developed to help individuals overcome the barriers they face as well as a 'strategically targeted marketing strategy for Indigenous traineeships, including schools based promotional activity which is appropriate in form and content' (p. 15). They also support the User Choice concept as an empowering process for Indigenous communities and express concern that access to private providers be facilitated.

'ATSIPTAC considers that if new apprenticeships are implemented without appropriate pre-program and in-program support, the proposed initiatives will be inefficient in terms of outcomes or else fail' (p. 17)

ATSIPTAC. (1998). *Building Pathways: School-Industry Work Placements for Aboriginal and Torres Strait Islander Secondary Students. Discussion Paper*. Melbourne: ATSIPTAC

Although secondary school curriculums traditionally emphasise academic subjects, a growing number of students are taking vocationally oriented subjects which sometimes involve structured workplace learning. This paper argues that industry work placements developed by and for Indigenous peoples, as part of VET in schools programs for Indigenous students, provide significant opportunities for Indigenous students, which include: broadening the learning context; improving teacher student relationships; strengthening student/community (and school/industry) relationships; developing skills; providing links with employment; establishing pathways; and increasing the cross-cultural orientation of programs (p. 11). Desirable features of these programs include sufficient time for on-the-job which is properly planned, supervised, assessed and accredited. The programs should also take account of the student 'cultural, geographical and economic circumstances', address literacy and numeracy needs, provide realistic pathways for students and try to ensure that culturally sensitive work placements are organised for Indigenous students.

Australia Parliament Senate Employment Education and Training References Committee. (1996). *Report of the Inquiry into Education and Training in Correctional Facilities.* Canberra.

The report surveys the education and training needs of offenders (including Indigenous people, women and juveniles), describes current training and prison industries and discusses pre-release and post-release programs. The need for corrections services to place education and training at the core of their operations is stressed, along with corrections agencies being drawn into the planning, funding and training profile development associated with NVETS. (AEI)

Australian Bureau of Statistics. (1996a). *1994 National Aboriginal and Torres Strait Islander Survey. Australia's Indigenous Youth.* Canberra: AGPS

The statistics summarised in this report cover a range of factors which provide a context for viewing the lives of Indigenous youth including family and culture, health, housing, education, employment and income, law and justice. Indigenous youth participate in education at lower rates than all Australian youth and have lower attainment levels. Those surveyed were asked about the difficulties that they faced in participating in further study or training (for males, the main difficulty was travel or lack of transport and for females the main difficulty was lack of child care). The rate of unemployed among Indigenous youth is over twice the rate for non-Indigenous youth. A substantial proportion are long-term unemployed. CDEP scheme employment was a significant factor in raising the employment levels of people from remote areas. The main difficulty reported in finding work was transport problems; other difficulties were no work in a particular area of employment or no work at all (particularly in rural areas) and lack of education or training. At the time of the survey, 58 per cent of those interviewed were working or looking for work and of these 47 per cent were unemployed. Of those who were not looking for work, over half were studying or returning to study.

Australian Bureau of Statistics. (1996b). *1994 National Aboriginal and Torres Strait Islander Survey. Employment Outcomes for Indigenous Australians.* Canberra: AGPS.

As with the population in general, employment levels for Indigenous people were relatively low among youth. Three factors in particular were perceived as primary obstacles to gaining employment: the perceived absence of jobs (mainly rural areas); a lack of education, training or skills (most notably in urban areas, where mainstream labour market competition occurs - unlike rural areas where CDEPs exist); and transport problems in accessing places of work (particularly in capital cities).

The employment/population ratio for Indigenous male youth improved slightly between 1991 and 1994, while for female Indigenous youth, it declined; the labour force status of Indigenous female youth was lower than all other groups; one third of unemployed Indigenous male youth were long term unemployed, compared to half of all unemployed Indigenous females: Indigenous youth were far more likely to be in part-time employment than other youth; studying or returning to further studies was the main reason given by Indigenous youth for not actively seeking work, although female youth also cited a lack of available childcare and other family responsibilities.

The likelihood of employment in rural areas was about the same as in capital cities for both men and women, however these results are almost completely explained by the greater presence of CDEP in rural areas. A complete lack of formal education was the single biggest predictor of a lowered chance of employment for Indigenous people. This decreased chance of employment was even more pronounced for non-CDEP jobs. Educational attainment below year 10 also reduced the chances of employment but to a lesser extent than no education. Completion of year 12 increased the likelihood of employment over year 10, but this was more pronounced for women than men. Any kind of post-school qualification improved the chance of employment for both men and women over and above the level of schooling completed.

Australian Bureau of Statistics. (1998). *Experimental Estimates of the Aboriginal and Torres Strait Islander Population.* Canberra: ABS.

This publication contains experimental estimates of the Indigenous population based on the 1996 census.

Batten, M., Frigo, T., Hughes, P. and McNamara, N. (1998). *Enhancing English Literacy Skills in Aboriginal and Torres Strait Islander Students: A Review of the Literature and Case Studies in Primary Schools.* Melbourne: ACER Press.

This report provides an overview of the literature examining the context of learning for Indigenous primary school children, government policies and reports and English literacy development. In the case studies, teachers describe strategies which have lead to improved literacy outcomes for their Indigenous students. An annotated bibliography is included.

Booth, T., Young, P. and Trivett, N. (1994). *Five years on: University of Wollongong Secondary Schools Link Program, 1989-1994: 1993 Evaluation Report.* Wollongong NSW: University of Wollongong. Secondary Schools Link Program.

This report presents an overview of the first five years of the Secondary Schools Link Program and summarises the range of evaluation activities which have been undertaken in the period. The program aimed to encourage aspirations of and encouraging tertiary participation by students from disadvantaged groups, including Indigenous students. The key element of the program were the Student Role Models (SRMs), students chosen from the university and TAFE as representatives of the target groups, and the stories which they presented to the students about their life experiences, demonstrating that higher education could be a viable option for students. Positive outcomes were described for all participants, including the SRMs.

Boughton, B. (in preparation) *Review of Research: Alternative VET Pathways to Indigenous Development.* South Australia: National Centre for Vocational Education Research (NCVER).

The first part of this paper evaluates current policy settings in Indigenous education and comments on contemporary writing on educational policy and research on the educational needs of Indigenous Australians. It is argued that 'human capital' theory and economic rationalist policy limits the way in which Indigenous education issues are perceived. An historical analysis of the causes of Indigenous unemployment and underdevelopment suggests the need for an alternative approach to VET research and provision for Indigenous communities and the development of alternative pathways. Education and training should be provided for communities which enables them to raise their living standards rather than requiring individuals to move away from their communities. The paper also recommends that attention be given to determining local and regional Indigenous development needs looking at the ways in which Indigenous organisations are able to provide alternative education and training rather than duplicating 'urban-based mainstream options'.

Boughton, B. and Durnan, D. (1997) *Education for Self-determination: A Review of the Implementation of the Recommendations of the Royal Commission into Aboriginal Deaths in Custody in Relation to Aboriginal Community -Controlled Adult Education.* FIAEP Report to ATSIS: Canberra.

The authors comment on 'the failure by all governments to demonstrate any real commitment to the right of Indigenous people to choose their own alternatives to the dominant or mainstream education system' (p. 22) and call for a re-commitment to the findings of the Royal Commission and for funding and support to be made available for community-controlled education and training, including 'non-accredited' programs.

Bourke, C. J., Burden, J. K. and Moore, S. (1996). *Factors Affecting Performance of Aboriginal and Torres Strait Islander Students at Australian Universities: A Case Study.* Canberra: AGPS.

The first part of this book contains a short literature review of research regarding attrition rates among Indigenous students in Australia and America. Barriers to successful participation in higher education include differences in learning styles, testing and measurements used to determine tertiary qualifications, differences in cultural orientation, family demands, literacy and numeracy achievement. Failed students were less prepared for their courses; rated quality of teaching low; had difficulty in achieving standard of work; were pressured from family and job commitments; used support students less often and reported loneliness and social isolation (young, male, ESL students were more at risk). Most suggestions from the literature to improve students' performance highlight the need to focus on 'improving secondary education; learning from the Indigenous perspective; learning skills perceived as valuable in the dominant culture; employing Indigenous staff members; and using different assessment systems for Indigenous students' (p. 7).

The research study involved over one hundred Indigenous university students. Students surveyed felt there was a need for expanded and better support services. Almost a third commented that the attitudes of some staff members were a problem, particularly in faculties other than the Faculty of Aboriginal and Islander studies. Accommodation and financial problems were critical issues for many of the students. Over half of those who had dropped out said that they had not felt welcome at the university and many of those who had decided to withdraw had experienced feelings of isolation. Inadequate career counselling and irrelevant courses were also noted as a problem. There was a higher 'lack of persistence' among on-campus students, than students who studied off campus. Recommendations included increased support for students, with particular focus on student motivation and persistence, study centres and support staff to 'establish a mentoring program to provide career advice and motivation to secondary school students'.

Brown, M and O'Brien, S. (1998). *Community Development Employment Projects Scheme: The Training Challenge.* Paper presented at the ATSIPTAC Second National Indigenous Peoples' Training Conference 'Challenging Pathways', March 9-12, Gold Coast, Queensland.

The Indigenous population for age 15 years+ is expected to increase by 38 per cent by the year 2006 (compared to a 12 per cent increase for the non-Indigenous adult population). This report provides an overview of the CDEP scheme which has absorbed much of the expanding labour supply. The 'training challenge' referred to in this article is to find alternative means to provide employment opportunities for Indigenous youth and the need for them to be able to access appropriate training to enhance their chances for longer term employment. A diverse range of examples of 'best practice' are briefly described and general comment is made regarding positive social outcomes'. One of the programs refers to participants moving on to further education and 'mainstream' employment.

Carter, C. and Clilverd, S. (1993). Student support: the integrated OTEN model. In T. Nunan (Ed.). *`Distance Education Futures: Selected Papers from the 11th Biennial Forum of the Australian and South Pacific External Studies Association (ASPESA)*, 21-23 July 1993, pages 385-398. Adelaide: University of South Australia.

This paper looks at and evaluates the New South Wales Open Training and Education Network (OTEN), its development, its roots, and its successes. Also, its strong emphasis on student support ethos - particularly, counselling, access, disabilities support, Indigenous support, prisons liaison, women's support, financial support, labour market programs, basic education and literacy support, and second language support. (AEI)

Coles, P. (1993). *Educational and Vocational Training Needs of the Aboriginal Labour Market in Rural and Remote Areas of the Northern Territory.* Canberra: AGPS.

'The information collected for this project indicates that Aboriginal people in remote areas are seeking training which, while meeting the needs of their communities, is of at least the same standard as that required of, and provided to, the wider community; and is demonstrably recognised as such. The recognition is provided by accreditation according to the same criteria which apply to mainstream training and courses, and by the portability of qualifications to urban to or other areas. There is also an important role for non-accredited courses' (p. 56)

This study aimed to provide information which would enable educational institutions in the Northern Territory, such as Batchelor College, to match educational and vocational training requirements to labour market requirements and Indigenous aspirations. It was recommended that the College continue to work in consultation with communities and use labour market information to assist in planning processes. Courses should be developed using Indigenous culture and values as their basis; use mixed mode delivery to meet the needs of students; increase the amount of places available to students; address students literacy and numeracy needs (through preliminary courses and ongoing support; these include subject/field specific courses and not just 'English survival' courses); and investigate ways of increasing academic support for students in their home communities. The establishment of a networked training information database was also recommended.

Collins, G. (1993). Meeting the needs of Aboriginal students. *Aboriginal Child at School, 21*(2),3-16.

The author provides a general overview of cultural, social, environmental and economic factors which may affect the Indigenous student's participation in school. Some of these include that the student may speak Aboriginal English as a first language or dialect, may have different ways of learning, may come from a community with limited employment opportunities (which may affect their perception of the importance of education) and they may experience lowered teacher expectations and an education which is not structured to meet their individual needs. Although many teachers maintain the importance of treating all children the same, individual differences should be accounted for.

Cooper and Lybrand Consultants; Ashenden Milligan. (1992). *Students at Risk Program: Case studies.* Canberra: AGPS.

The 10 case studies were undertaken during the operation of the Commonwealth Students and Risk Program in 1990 and 1991. Each case study outlines the strategies used, results and issues which arose from the implementation of the program. Direct quotes from staff and students which arose from the interviews are used.

Courtney, F. (1989). Aboriginal motivation and self esteem program at Kempsey High School. *Secondary Journal n.2*, 4-8.

The author described the development of a program at Kempsey High which started with the withdrawal of Year 7 Indigenous students to attend meetings where videos were shown and guest speakers from the Indigenous community, including the Police Liaison Unit, were brought in to discuss a range of career options and the importance of education. The program was extended to incorporate the establishment of a homework centre, self-esteem meetings for Year 8 students, motivation seminars for Year 9 students (organised by the Aboriginal Education Consultative Group), Year 10 meetings on vocational pathways and tutorial assistance provided for Year 11 and 12 students. Cultural excursions were also organised for students. Positive outcomes for the school and the students are outlined.

Daly, A. E. (1993). *Education and Employment for Young Indigenous Australians, 1986 to 1991*. Discussion Paper No. 50. Canberra: ANU, CAEPR.

The purpose of this paper is to present evidence on the educational and labour market status of young Indigenous Australians as reported in the 1991 Census, to build on similar work relating to 1986, and to provide information on the changes which have taken place between the two Census years. The data show that while there have been significant improvements in the educational levels of young Indigenous Australians, they remain behind those of other Australian youth. The evidence also shows that Indigenous youth were disadvantaged in the labour market; they were less likely to be in employment and more likely to be unemployed than other Australian youth. However, between 1986 and 1991, when conditions deteriorated in the Australian labour market in general, Indigenous youth experienced some growth in employment and a reduction in unemployment, the reverse of the patterns for other Australian youth. The important role of programs specific to Indigenous people in creating this result is discussed in the conclusion. The increased employment was however mainly in part-time jobs (mostly CDEP) requiring lower skills and providing lower income. CAEPR)

Daly, A. E. and Liu Jin (1995). *Estimating the Private Rate of Return to Education for Indigenous Australians*. Discussion Paper No. 97. Canberra: ANU, CAEPR.

The purpose of this discussion paper is to estimate the private rate of return to post-compulsory education for Indigenous compared with other Australians. The results presented here show that there are considerable financial benefits to completing a post-secondary qualification for Indigenous people but the return to additional post-compulsory schooling is less attractive. Compared to others born in Australia, the private rates of return for Indigenous Australians were estimated to be lower for post-compulsory schooling and higher for post-secondary qualifications. These lower private rates of return to post-compulsory schooling could in part explain the low retention rates of Indigenous youth to year 12. The high estimated rates of return to post-secondary qualifications may well reflect the particular abilities and levels of motivation of the small group of Indigenous Australians who now have these qualifications. Both education and employment and training policies have an important role to play in enabling Indigenous Australians to increase their opportunities in the labour force. (CAEPR)

Day, A. (1996). Developing the talents of Indigenous Australians. *Australasian Journal of Gifted Education, 5*(1), 26-29.

This article outlines the background to the Aboriginal and Islander Tertiary Aspirations Program in the Northern Territory, its aims, implementation and successful outcomes. The program aims to enhance retention rates of Indigenous students in senior high school and tertiary education. The submission to implement AITAP resulted from a research study carried out by the author (below). Major outcomes of the project outlined in this paper include 100 per cent participation from secondary schools, a growing level of student participation, high level of community support and support from DEET. Future possibilities for the project are mentioned including greater school ownership of the programs and its implementation in primary schools.

Day, A. H. (1991). *Aboriginal students succeeding in the senior high school years: A strengthening and changing Aboriginality challenges the negative stereotype* - Thesis. MEd, Northern Territory University, Casuarina NT.

This research study focussed on a small group of academically successful Indigenous secondary students at the senior secondary level. These students were found to have strong Indigenous and personal identities and possessed some vital Western school cultural knowledge and beliefs necessary for success at school (and they did not see this knowledge as a threat to their Aboriginality). All of the students had long term career goals and showed a determination and desire to succeed at school. Some students also choose their peers depending upon their attitude toward school. There was some evidence that teachers and administrators tended to push Indigenous students towards more practical courses rather academic subjects which might reflect a low expectation of Indigenous student achievement. The author argues that there has to be positive and ongoing support for Indigenous identity in schools; that school cultural knowledge necessary for academic success has to be made explicit to students and parents and that educators need to make qualitative changes in their relationships to Indigenous students.

Department of Employment Education and Training. (1989). *National Aboriginal and Torres Strait Islander Education Policy. Joint Statement*. Canberra: DEET.

This policy statement was endorsed by all states and territories and comprises three sections: the purpose of the policy (responding to Indigenous needs and aspirations); common goals (educational principles, long-term goals, and intermediate priorities); and arrangements for policy implementation (strategic planning, financial, and monitoring, evaluation and review arrangements). The policy was reaffirmed for the 1993-1995 triennium (and extended to cover 1996) and again for the 1997-1999 triennium. The main objective of the policy is to raise Indigenous participation and success in education to the same levels as the rest of the community.

Department of Employment, Education and Training. (1995). *National Review of Education for Aboriginal and Torres Strait Islander Peoples: Final Report*. Canberra: DEET.

The report details the findings and recommendations from an exhaustive review of Indigenous education, involving commissioned research, analysis of relevant documents, publication of a discussion paper followed by receipt of 180 submissions and hundreds of consultations with Indigenous people around Australia. The principal findings and recommendations of the Review are presented under the following headings: involvement and self-determination; information as a prerequisite for decision-making; equitable access; raising participation; equitable and appropriate outcomes; reporting, monitoring and evaluation; and resources and needs. There are specific recommendations regarding improvements to the Commonwealth programs ASSPA, ATAS, VEGAS and AESIP (pp. 112-124).

Department of Employment, Education, Training and Youth Affairs. (1996). *Working Nation: Evaluation of the Employment, Education and Training Elements*. Canberra: DEETYA.

The report evaluates the *Working Nation* initiatives, introduced in 1994 with the aim of reducing unemployment and fostering sustainable economic growth. Attachment 2 of the evaluation documents the assistance provided to Indigenous clients since the introduction of the policy and shows a slight increase in the proportion receiving labour market program assistance which was attributed to the focus on the most disadvantage jobseekers, case management and the activities of the Remote Area Field Service. Factors affecting the employment prospects of Indigenous youth are mentioned (both educational and social - low literacy and numeracy levels, family and cultural responsibilities, homelessness and isolation) and the difficulty that some have in approaching the CES for assistance (lack of confidence, non-English speaking background, lack of Indigenous staff).

Department of Education, Employment, Training and Youth Affairs (1998). *Barriers to Work Study: Interim Report*. Canberra: DEETYA.

The interim report of this study documents the experiences of 23 Indigenous job-seekers. Factors which acted as barriers to obtaining and remaining in employment included: the impact of Indigenous values on their lives (particularly commitment to family); low levels of educational achievement (compulsory and postcompulsory); low literacy and numeracy levels (a barrier to both work and further education); low levels of self confidence; problems with access to transport and financial resources; a lifestyle with less routine and more unpredictability than most non-Indigenous people; high levels of mobility; health and substance abuse issues; and a greater level of comfort in relating to other Indigenous people and organisations.

The report also examined the case management services used by the job seekers and identified a number of limitations regarding the way that the services operated. Suggestions were made relating to improvements in the way that services meet the needs of Indigenous clients. Barriers to self employment in the private sector were also identified. These included lack of self confidence, low educational attainment and literacy, lack of qualifications, access to capital and resources and the attitudes of the community (market). In addition to addressing these issues, the report recommended the use of role models, the provision of on-going mentoring, training and support, and education in marketing the concept of Indigenous businesses which can take advantage of specialist and community based markets. The report draws attention to the need for employers and employment service providers to be aware of the impact of values and culture on Indigenous employees if work placements are to be successful.

Department of Employment Education, Training and Youth Affairs. (1998). *Informing New Apprenticeships through Indigenous Specific Training Projects Project. Final Report. National Aboriginal and Torres Strait Islander Education Policy. Joint Statement.* Canberra: DEETYA.

The report identified a number of indicators of best practice as well as barriers to the successful uptake and completion of traineeships. Problems occurred when: the idea for the traineeships was generated externally to the Indigenous community; course modules were mainly developed by non-Indigenous people or outside the community; the process was rushed and took place without adequate negotiation; key parties were not involved in consultation or consultation was seen to be selective/tokenistic; undue attention on factors such as literacy, numeracy and work ethics in a deficit approach rather that attention to creating a supportive environment; lack of cross-cultural awareness or training responsibilities by employers; lack of continuity; mismatch between training outcomes and employer/industry expectations; lock-step and inflexible off-the-job training; and breakdowns in communication.

The report identifies a number of areas seen to be critical to success in the development and implementation of traineeships involving Indigenous communities and trainees are identified as a demonstrated understanding of the importance of the following factors:

- culturally appropriate training;

- partnerships between training providers, industry training companies, Indigenous client enterprises and communities;
- interactive linkages between workplace training and off-the-job training;
- customisation of accredited training courses by training providers in response to Indigenous client training needs;
- professional development for training provider staff to support Indigenous trainees;
- quality Indigenous trainee support determined by a holistic orientation to trainees' learning needs.

Eason, J. (1998) Macleay Valley Workplace Learning Centre Inc. An Overview of Our Programs and Structure.

The author provided an overview of the Indigenous education programs which were developed in consultation with Indigenous elders, community members and schools on the north coast area of New South Wales. The DEETYA funded programs cover cultural, social, vocational and educational issues. The centre services three high schools in Kempsey and offers TRAC and CREST programs, an Aboriginal Health Care Course and other labour market programs. Activities for Indigenous students which are funded under VEGAS, include a Year 9 motivation camp, a Year 10 careers excursion and Year 11 and 12 opportunities seminars. Details of the program can be found on the centre's website at http://www.midcoast.com.au.users/crest.

Elliott, K. and Kable, S. (1998). *Evaluation of the ASSPA Programme. Final Report.* Canberra: Department of Employment, Education, Training and Youth Affairs.

The Aboriginal Student Support and Parent Awareness (ASSPA) program was established in 1990 as part of the AEP. Fieldwork was undertaken for the evaluation, comprising interviews across the nation with a cross-section of school communities with ASSPA committees, departmental AEU staff and staff from the Indigenous Education Branch of DEETYA, and key informants. The evaluation findings are presented in relation to identified evaluation issues: penetration of ASSPA; participation rates and attendance levels; balance and effectiveness of activities; ASSPA Committee functioning and training; ASSPA Committee autonomy and level of influence on schools; impact on parents and the Indigenous community; impact of ASSPA on awareness and use of other Indigenous programs; impact of ASSPA on later educational motivation, progression and attainment; and methods for improving program efficiency and effectiveness.

Ensor, A. (1989). *Redressing the Balance: The Role of TAFE in Aboriginal Education.* Adelaide: TAFE National Centre for Research and Development (Australia).

This report reviews the current participation rates of Indigenous people in TAFE courses, identifies strategies which may help increase the number of Indigenous people in TAFE vocational courses, and makes recommendations on ways in which TAFE can facilitate people of Indigenous descent gaining access to TAFE courses. (AEI)

Ferrier, F. (1998) The good, the bad and the unknown: equity and User Choice in VET. In F. Ferrier and D. (Eds.) *Different Drums, One Beat? Economic and Social Goals in Education and Training*. Anderson. CEET-NCVER.

In an evaluation of fifty national projects (including ten which were designated 'Aboriginal and Torres Strait Islander' initiatives) which piloted the User Choice concept for apprenticeships and traineeships, surveys and follow-up consultations confirmed the widespread awareness and acceptance of the importance of choice to Indigenous communities. The customisation of training to take account of special needs, learning styles and different life experiences and the involvement of communities in the development of the training programs and, in some case, its delivery was supported by those involved and was perceived to have contributed to positive outcomes for students which included improved self-confidence and a feeling of 'empowerment' for students and new learnings for the staff of training organisations about the needs of indigenous students.

Fitzsimons, P. (1996). *Alice Springs Open Learning Partnership*. In 'Open Learning '96: proceedings of the 2nd international conference on open learning'. Brisbane 4-6 December 1996, pages 88-91. Brisbane: Queensland Open Learning Network.

This paper reports on the Alice Springs Open Learning Partnership, which caters for both urban and remote students throughout the Centre of Australia, and networks with the Northern Territory Correspondence School, Alice Springs School of the Air, urban educational institutions, a databank of some two hundred employers, and civic and industrial representatives. This article describes the partnership as having addressed equity and access issues pertaining to Indigenous students, the disabled and the isolated. (AEI)

Fraser, B. J., Malone, J. A. and Taylor P. C. (1990). Tertiary bridging courses in science and mathematics for second chance students in Australia. *Higher Education Research and Development*, 9(2), 85-100.

Bridging programs in science and mathematics were designed to enable Australian students who haven't successfully completed Year 11-12 studies to qualify for entry to science and mathematics related courses in higher education. Although originally designed for Indigenous peoples, these bridging programs have broad application to all second-chance groups in Australia seeking special entry to tertiary courses. The bridging program materials emphasise diagnostic assessment, individualised instruction, short-term learning goals and the independence of learners, although a course tutor also must be available to play various instructional, personal support and management roles. Evidence supporting the success of these bridging programs is provided by the fact that, from a small group of Indigenous people who tried out the materials for the first time, one was accepted for a university course in medicine and another was accepted for training as a commercial pilot. (AEI)

Golding, B., Volkoff, V. and Ferrier, F. (1997). Report of equity literature: Barriers, strategies and policies. In ANTA. *Stocktake of Equity Reports and Literature in Vocational education and Training*. Brisbane: ANTA.

Barriers to participation in vocational education by Indigenous people include lack of understanding of cultural difference by non-Indigenous people, inappropriate providers' response, low literacy and numeracy skills resulting from previous disadvantage, lack of employment opportunities in many Indigenous communities (which makes training less meaningful) and lack of control of Indigenous people over all aspects of training. The authors call for the implementation of principles identified in the National Review; the recognition by educational institutions of Indigenous peoples (including an acknowledgment of their diversity) and the provision of relevant and culturally appropriate programs which incorporate an Indigenous perspective and provide support structures for students.

Golding, B. and Volkoff, V. (1998). *Learner attributes and their outcomes: Experiences of Indigenous VET participants from a longitudinal study.* Paper presented at the ATSIPTAC Second National Indigenous Peoples' Training Conference 'Challenging Pathways', March 9-12, Gold Coast, Queensland.

This study involved a series of interviews with Indigenous VET participants to explore the link between learner attributes and self-reported outcomes. Rather than Aboriginality being defined as a cause of disadvantage, the study identifies a range of sources of disadvantage, particularly having a first language which is Indigenous, rather that English. Institutions often fail to identify these people as NESB and focus instead on 'low literacy and language skills'. They also document the histories of participants which involve a long series of set-backs, highlighting the fact that for many of the participants, associated outcomes of the course such as improvement of vocational skills, increased self-confidence and social contacts were just as important as other vocational outcomes. In spite of overlapping with other equity groups Indigenous people have a reasonably high participation in VET courses, although participation tends to be in short courses, at low skill levels and with low outcomes in labour market terms.

Golding, B. and Volkoff, V. (1997). *Some implications for Australian Indigenous training from a VET longitudinal research project.* Paper presented to the ATSIPTAC National Networking Group, August 26, Canberra.

The presentation was based on two main sources of research, a longitudinal study of access, participation and outcomes in VET for equity target groups and a study of two-way movement of people between VET and university. A number of pertinent points are made including the importance of the existence of culturally sensitive VET programs, the need to increase Indigenous teaching input and the problem of reducing successful outcomes to a single figure as Indigenous people participate in VET for a variety of reasons, not just for employment purposes. The paper argues Indigenous people are most likely to benefit from specifically targeted Indigenous programs: 'There is little empirical evidence of how access and outcomes can improve thorough the mainstreaming of equity in a wider VET context' (p. 6). Comment is also made on the concept of User Choice and that the most disadvantaged groups in society end up with the least choice in a system where the user pays.

Grant, M. (1996). *Promoting rural Aboriginal off-campus study using information technology and other innovative strategies.* Paper read at 17p. Paper presented at the Joint Conference of Educational Research Association. Singapore and Australian Association for Research in Education. 25 29 November 1996, Singapore Polytechnic.
http://www.swin.edu.au/aare/conf96/GRANM96.069.

Indigenous students from rural New South Wales must cope with isolation and distance from the University as they undertake Diploma in Aboriginal Education/ Bachelor of Teaching studies in a part-time mixed-mode course. Once immersed in their communities following residential schools, they struggled to manage their studies along with work, family, and community responsibilities. They wanted more frequent contact with each other and university staff for encouragement and to sustain motivation. A review of the program in 1995 noted these data, and further concluded that printed course materials did not sufficiently take account of Indigenous preferred learning modes. In order to address these issues in 1996 and with the support of a National Teaching Development (CAUT) Grant, a number of initiatives were taken. Local study centres using existing information technology infrastructure at schools, TAFEs, Open Access Learning Centres and libraries were established. Students now use e-mail and the Internet/World Wide Web for contact and as learning resources. Interactive text-based teaching materials with graphical elements have replaced more traditional text, and development of a course Web site, specific-purpose videos and other resources are underway. (AEI)

Groome, H. (1995). *Working Purposefully with Aboriginal Students.* Wentworth Falls, NSW: Social Science Press.

The author discusses the significance of identity in personal growth and factors which have an impact of the development of identity. In the second section of the book, he provides teachers with a number of strategies which enable them to develop an understanding of the students' lives, develop positive relationships in the classroom and deal with teaching and learning issues.

Groome, H. and Hamilton, A. (1995). *Meeting the Educational Needs of Aboriginal Adolescents.* Canberra: AGPS.

The information provided in this report confirms that schools are not meeting the needs of Indigenous adolescents. Examples of good practice point to the need for schools to provide environments which support Indigenous students developing their sense of identity, promote positive relationships (home/school; school/community) and bonds among Indigenous students, outlaw racial harassment, and develop culturally appropriate resource and teaching programs. It is recommended that steps are taken to increase teacher skills to deal with Indigenous students and increase the employment of Indigenous teachers, to improve resources and extend Careers/Tertiary aspirations projects into vocational as well as higher education.

Group Training Australia. (1997). *Access and Equity and Work. Group Training Success Stories.* Brisbane: GTA and ANTA

This booklet contains a collection of programs run by Group Training Companies which promote apprenticeship and traineeship opportunities for a range of people who have traditionally experienced disadvantage in the labour market. Some of these include horticulture training for Indigenous juvenile offenders, retailing and management, hospitality, building and construction. Some of the programs emphasised provided pre-vocational courses in literacy and numeracy. The Western Australia GTA network employed an Indigenous Project Coordinator who is responsible for locating Indigenous people to place in 50 apprenticeships each year over three years. The work of the Murray Mallee Training Company Koori officer also lead to an increase in the numbers of Indigenous people participating in training and employment in that region.

Harris, S and Malin, M.(Eds.) (1994). *Aboriginal Kids in Urban Classrooms.* Wentworth Fall, NSW: Social Science Press.

The collection of articles in this book offer constructive suggestions for enhancing the teaching and learning process for Indigenous students in primary schools. The underlying messages in the articles, including the importance of establishing positive student/teacher relationships in classrooms which are culturally responsive, are equally relevant for teachers of Indigenous adolescents.

Hester, D. (1994). A fair chance for whom? The interaction between university special entry schemes and Australian Commonwealth Government initiatives in support of disadvantaged students. *Education Research and Perspectives, 21*(2), 95-121.

This article considers the criteria of disadvantage as determined by the Department of Employment, Education and Training and examines the relationship between groups defined as disadvantaged and university special entry schemes. One group, Indigenous students, are divided between courses especially designed for them and mainstream courses; the former group tends to be marginalised, the latter to have a low success rate. Since admissions policy is more conservative in Australia than in countries like the United States of American where 'quota' provisions apply, it is unlikely that schemes will greatly reduce social imbalances at Australian universities, even for Indigenous students for whom the greatest concessions are made. The interaction between special entry and general entry is discussed in an appendix. (AEI)

Higher Education Council. (1996). *Equality, Diversity and Excellence: Advancing the National Higher Education Equity Framework*. Canberra: AGPS

This report assesses the progress of the higher education system towards the equity objectives set out in *A Fair Chance for All.* There have been improvements in participation for a number of the designated equity groups and these successes have been the result of removal of most of the obvious barriers to participation by disadvantaged groups. However, inequalities still exist and the qualitative data on equity structures and practices in universities suggest that there is still a need for change in order to achieve a higher incidence of good equity practice across the sector. A number of recommendations and a detailed strategic plan for the pursuit of equity for the next five years are provided. (AEI)

Hore, T. and Barwood, B. (1989). Strategies for improving access to university including programmes to assist in the transition from secondary to tertiary institutions. *Australian Universities' Review, 32*(1), 2-5.

One of the programs described in this article is the Monash Orientation Scheme for Aborigines (MOSA) which involved a preparatory year of full-time study for Indigenous students. As well as functioning as a bridging course, MOSA provided an 'enclave' for students, providing them with educational support, a sympathetic community and their own space on campus.

Hunter, B. (1996). *The Determinants of Indigenous Employment Outcomes The Importance of Education and Training.* Discussion Paper No. 115. Canberra: ANU. CAEPR.

The National Aboriginal and Torres Strait Islander Survey provided a unique opportunity to re-examine the underlying determinants of Indigenous employment. The recent Centre for Aboriginal Economic Policy Research/Australian Bureau Statistics publication Employment Outcomes for Indigenous People emphasises the importance of education and training in securing better employment outcomes for Indigenous Australians. Regression analysis is used to highlight the large potential gains to Indigenous employment that can accrue through improved access to education. This paper argues that labour force statistics which compare Indigenous and non-Indigenous outcomes should be adjusted, using a simple technique, to account for the large differences in educational attainment in the respective population. (CAEPR)

This report highlights the importance of education with regard to employment: completion of Year 10 or 11 increases employment chances by 40 per cent; completion of Year 12 increases employment chances by nearly 13 per cent for

Indigenous females; a post-secondary qualification increases employment chances by between 13 and 23 per cent. Recent arrest reduces employment chances by 20 per cent for males and 18 per cent for females; education reduces likelihood of arrest/incarceration.

Hunter, B. (1997). The determinants of Indigenous employment outcomes: the importance of education and training. *Australian Bulletin of Labour, 23*(3), 177-192.

This article provides a detailed review of the regression results in Employment Outcomes for Indigenous People (ABS 1996) and presents an interpretation of the implications for policy makers. New material is presented which underscores the importance of education in determining employment outcomes. 'Education is the single largest factor associated with current poor outcomes for indigenous employment' (p. 189). The author notes the complication of analysing statistics which classify those working on CDEP schemes as employed as this can distort the actual picture.

Hunter, B. and Borland, J. (1997). *The Interrelationships between Arrest and Employment: More Evidence on the Social Determinants of Indigenous Employment*. Discussion Paper No. 136. Canberra: ANU, CAEPR.

Preliminary analysis of the 1994 National Aboriginal and Torres Strait Islander Survey (NATSIS) indicates that arrest is one of the major factors underlying the poor employment prospects of the Indigenous population. Unfortunately, these early studies could not determine the direction of causality between arrest and employment. This paper addresses this problem by distinguishing the employment effect of the arrest from the effect of the unobservable characteristics of those arrested.

The findings of this paper resonate with the recommendations of the Royal Commission into Aboriginal Deaths in Custody. In particular, ensuring that Indigenous citizens stay out of jails should be a priority policy issue for governments who are concerned about Indigenous employment outcomes. (CAEPR)

Hunter, B. and Schwab, R. G. (1998). *The Determinants of Indigenous Educational Outcomes*. Discussion Paper No. 160. Canberra: ANU, CAEPR.

Although Indigenous students are staying on longer at school, proportionally less are staying on beyond the age of 15 and they are 10 times less likely than non-Indigenous Australians to have a degree and over 20 per cent more likely to be unqualified. The experience of being arrested was significantly related to school attendance, as was living in a household where others had been arrested. Other features of the home environment were significantly related to attendance and retention at secondary school, including whether other household members were qualified or at school and general living conditions. Place of residence was also related to educational outcomes: Indigenous youth in remote areas were less likely to be in school. The implications of these findings is that governments need to address social inequities, and also reduce the contact of Indigenous youth with the criminal justice system and provide the opportunity for them to continue secondary school if detention occurs. This paper is based on data from the last three censuses and the National Aboriginal and Torres Strait Islander Survey.

Ison, A., and Gillies, D. (1997). `My son reckoned I'd never get one of these' new directions for Aboriginal education. *Literacy Now, n.3,* 11-12,18.

After seeing their Nyungar Indigenous students drop out year after year, staff at the South West Regional College of TAFE in Bunbury Western Australia, adopted a different approach by introducing the Certificate of General Education for Adults with self paced learning, delegating a high level of responsibility to Aboriginal Support Officers and maintaining strong communication lines with the local community. (AEI)

Kearns, P., Murphy, M. and Villiers, G. (1996). *Industry Education Partnerships: Innovation and Learning. Report Five, Access and Equity Case Studies.* Melbourne: Victoria. Office of Training and Further Education (OTFE).

'In developing training and employment programs it is essential to have Aboriginal community support. This concept of ownership is important in the development of Aboriginal and Torres Strait Islander programs. The traditional Indigenous view and experience of work has been ignored and debased by non-Aboriginal Australians' (p. 22-3). One of the case studies documented in this report is the *Hospitality Industry Aboriginal Recruitment Training Program.* Key features of the program included a mentor support program for trainees and their families, workplace training and assessment in five star hotels, program delivery which recognised Indigenous learning styles and the involvement of Indigenous leaders and communities in the program's development. Two-way learning took place in that the hospitality industry learned from their experience in cross-cultural training about Indigenous learning styles and culture. It was felt that this added to the quality of the program. Successful outcomes included employment for trainees. Employers and managers spoke highly of their own learning.

'It was considered important for the new trainee to have strong support behind them during the training, both on and off-the-job as Aboriginal people are often under immense pressure while in a training situation. This pressure can originate from having to relocate into an unfamiliar environment. One of the most important forms of support is that of the family. It was important in the early stages of the program that the family of each of the participants was given the opportunity to learn about the training program and what it involved. A second pilot program [after one in Perth] was conducted in Broome at the Cable Beach Club. A feature of this program was an exchange process whereby managers and supervisors participated in a special cultural tour of the local community.' (p. 26-27)

Keys Young. (1994) *Evaluation of the Aboriginal Tutorial Assistance Scheme (ATAS). Report.* Canberra: DEET.

The review found considerable support for the ATAS program, which provides individual or group tuition through homework centres, as a way of addressing the educational disadvantage experienced by Indigenous people. Positive outcomes for students were identified which included increased self-esteem, confidence and motivation, improved quality of work, enhanced social skills, reduced absenteeism and increased parental participation in schools. Even so, the scheme does not operate consistently well in all places and the report recommended a greater uniformity in application of guidelines, improved promotion of the scheme and measures to increase parental support, improved staffing and resourcing in remote and rural areas and improved training for the Indigenous education workers.

Kimberley, H. and McIntyre, J. (1998). *Pathways for women from ACE to VET.* Western Australia: WADOT.

Examples of culturally appropriate pathways for Indigenous women are given which include: the Certificate in Bi-Cultural Life Studies (NT) for which community leaders were trained to present modules which covered literacy, numeracy and health; and a Certificate in Commercial Printing for Koories (Albury-Wodonga) which delivered a program that was structured to meet learners' preferences and provided support and respect for family obligations.

Kirkby, D. (1993). Competence - methodology or ideology? The implications of competency based training for Aboriginal vocational education and self determination. *Curriculum Perspectives, 13*(3), 1-9.

Examines competency based training (CBT) in terms of its impact upon Indigenous vocational education and argues that CBT, as part of economic rationalist ideology, is inimical to the ideal of Indigenous self determination. The author postulates that there needs to be a shift from emphasising predetermined lists of competency skills on that basis - subject matter needs to be examined and interpreted within its context. (AEI)

Lazarevic, R. (1992). *The self esteem of rural and urban Aboriginal school students in New South Wales.* MPsych(Ed), University of Newcastle, Newcastle NSW.

The results of this study showed that the Indigenous students surveyed (Years 4 to 9) had a significantly lower level of self esteem than non Indigenous students; that Indigenous students in rural areas had a lower level of self esteem than urban Indigenous students. The level of self esteem of Indigenous primary school students was similar to Indigenous secondary school students. The main areas which discriminated between Indigenous and non-Indigenous students included factors which related to home, school, health and the values, personal qualities and attributes of the Indigenous students.

Legislative Assembly of the Northern Territory, Public Accounts Committee. (1996). *Report on the Provisions of School Education Services for Remote Aboriginal Communities in the Northern Territory.* Darwin.

The report covers a range of factors which influence the low academic achievement of Indigenous students living in remote communities, including housing and health, which in turn are related to poor attendance and unpunctuality. Concern is expressed regarding the level and method of funding for education. Particular attention is paid to low literacy and numeracy levels of students: 11-16 year old students in remote Indigenous schools average at about a Year 3 level whereas the Committee suggests that Year 7 is a basic level at which to function in the wider community and a Year 10 level is needed for students who wish to take on leadership roles in their communities. The Committee highlights the extent to which Indigenous students speak English as a second language and call for funding which recognises this. Community support is also necessary if the gap between the achievement levels of urban and remote students is to be closed, in particular, communities to understand the importance of school attendance. Concern is also expressed regarding the problem of effectively evaluating short term programs and the Committee recommends that funding should come to the States to support long term educational programs to allow for appropriate planning and evaluation.

The minority Report also pointed out that there was no evidence of a child from a remote school completing Year 12 in the NT and that governments also need to acknowledge the poor attendance at Indigenous schools and provide funding according to the number of school age children in the community. Long term programs are needed if communities are to be able to develop a schooling culture; housing and health issues need to be addressed; the Commonwealth needs to acknowledge ESL needs and fund ESL programs for Indigenous people; and in remote areas, the provision of facilities/programs for secondary education needs to be a priority.

Lester, J. (1994). Aboriginal education and training into the 21st century. In *Selected and Edited Papers Presented at the National TAFE Senior Executives' Conference*, Kooralbyn, 7-8 October 1993. South Australia: NCVER.

This paper considers a number of key issues for Indigenous people. It recommends the involvement of Indigenous people in educational planning, increased participation of Indigenous youth in vocational education, the continuation of tertiary preparatory courses, flexible teaching methodologies, courses which enable students to develop their literacy skills and the development of a National Diploma in Aboriginal Vocational Studies.

Lorraine Brophy & Associates and Monsoon Consulting. (1997). *Youth Consultation Strategy: Youth Survey Report*. Queensland: FNQ Employment.

Year 9 to Year 12 students were surveyed in this project in an attempt to develop a profile of their employment and training needs. Of the 308 students surveyed, 35 were Indigenous: over 31 per cent came from an ESL background and over 60 per cent came from a non-urban area. Compared to the non-Indigenous students, they were more focussed on VET courses, had a lower school retention rate and were more likely to rate the following factors as high regarding career choice: career prospects, pay, helping people, working with others.

Lundberg, D. and Cleary, M. (1995). *Organising a fair go: fair participation in vocational education and training and the Victorian Negotiated Targets Strategy*. Adelaide: NCVER.

This report evaluates, against the background of comparable practice in other states and territories, the Victorian Negotiated Targets Strategy as a practical and cost effective means of achieving increased participation of disadvantaged groups in accredited TAFE vocational education and training programs. (AEI)

Markey, P. E. (1994). *Sport, physical education and academic success: playing on the same team for Aboriginal students?* MEd. Northern Territory University, Casuarina NT.

This pilot study examined the relationship between sport, physical education and academic success through interviews with a small group of Indigenous students who had been academically successful. Findings lead the author to suggest different scenarios may occur, including a positive involvement in sport which nurtured skills and understandings such as self discipline, planning and leadership (which may lead to academic success and employment) and a negative involvement which may detract students from academic achievement and prospects of employment. It was suggested that schools adopt strategies to enhance the transfer skills from sport to education to achieve improved academic attainment or increased employment opportunities.

MacPherson, A. (1992). *The exclusion of disruptive students from Western Australian government schools: 1984-1990*. MEd. University of Western Australia, Perth.

This study examined the use of exclusion as an intervention for dealing with disruptive behaviour using files on 162 students excluded from school. Of the total excluded student population 35.8 per cent were Indigenous students. The report notes that, as well as having their education interrupted through exclusion, many students excluded from school require special services and may therefore be denied access to appropriate education. Three excluded students were interviewed, along with their parents and school personnel and the attempts made by the school to modify students' behaviour are outlined.

Marshall, J. and McGrath, S. (1997). Stocktake of reports 1990-1995, selected summaries. In ANTA. *Stocktake of Equity Reports and Literature in Vocational Education and Training.* Brisbane: ANTA.

The stocktake includes literature and reports and, where applicable, details of the recommendations in reports regarding equity in VET. A range of equity target groups are covered including Indigenous peoples.

Masters, G. and Forster, M. (1997a). *Mapping Literacy Achievement: Results of the 1996 National School English Literacy Survey.* Canberra: DEETYA.

The report presents the outcomes of a comprehensive survey of the literacy achievements of Year 3 and Year 5 students in Australian schools. As well as the main sample of 7500 students, there was a Special Indigenous Sample of 800 students. The performance of the Special Indigenous Sample was at a lower level than the Main Sample in the three strands of the national English profile framework that were assessed in the survey.

Masters, G. and Forster, M. (1997b). *Literacy Standards in Australia.* Canberra: DEETYA.

This report, based on the results of the National School English Literacy Survey, was prepared for the minister to inform the benchmarks process and provide information about performance standards in reading and writing.

Maxwell, T. W., Hansford, B. and Bennett, T. (1997). Aboriginal students' perceptions of school. *McGill Journal of Education, 32*(2), 99-124.

This study, conducted in a secondary school in an isolated Australian town, focused on Indigenous students' perceptions of their lives in schools and classrooms, and on their teachers and their aspirations. This allowed a consideration of aspects of cultural differences between school and non-traditional Indigenous community culture. The data were gathered from interviews based upon a questionnaire, three 'snapshots' being taken over a period of three to four years. Observational data were also collected. As a result of 130 interviews, students were seen to have a vocational orientation to life in school though they did not perceive that they had high self esteem, especially the boys. Teachers' interpersonal characteristics were admired and their professional qualities identified, but their expectations were perceived to be somewhat different from students' peers. Students were seen to have unrealistic aspirations. While there was some evidence of culture shock, some students saw the school as being a haven. Specific methodological problems are identified. (AEI)

McClelland, A., MacDonald, H. and Macdonald, F. (1998) Young people and labour market disadvantage: The situation of young people not in education or full-time work. In Dusseldorp Skills Forum. *Australia's Youth: Reality and Risk.* Sydney: Dusseldorp Skills Forum.

This article looks at the situation of young people who are engaged in marginal activities, 15 to 19 year olds who are not in full-time work and are not engaged in education or training. These young people are more likely to have left school early, have parents who are engaged in unskilled or manual labour, come from families with lower socio-economic status and to be Indigenous Australians. Recommendations of the paper include the need to minimise early school leaving, supporting school to work transition programs and early intervention programs, improving training opportunities for people in part-time and casual employment, stimulating employment opportunities and delivering labour market programs and further researching the background of youth who are not in the labour market.

McDonald, T. (1997). *The Gulf Schools Strategy.* Unpublished paper. Queensland: ASTF.

This paper documents the initial planning of a school and industries approach to addressing the socio-cultural issues within the communities of Doomadgee, Mornington Island and Normanton. The strategy aims to enhance relationships between the schools and developments at Pasminco Century Project, use education and industry resources to benefit all parties and to address issues of change as social and economic opportunities emerge as a result of the mining development. The reference group for the project includes school principals, key industry representatives, DEETYA and community representatives. The project was at the time of this report in its infancy stages but is beginning to become operational.

McInerney, D. M. (1991). Key determinants of motivation of non-traditional Aboriginal students in school settings: recommendations for educational change. *Australian Journal of Education, 35*(2), 154-174.

This research was designed to investigate culturally specific elements of non-traditional Indigenous motivation. Among the aims of the research were to study: the salient determinants of motivation of urban and rural non-traditional Indigenous students in mainstream educational settings; the relevant background factors that influence Indigenous motivation in these settings; the dynamics of decision making that orient the Indigenous student to continue with school beyond the minimum school leaving age; and ways in which education programs may be made more adaptive to the special needs of Indigenous children. A consistent picture of the urban Indigenous child at school emerged from the analyses. In contrast to the Anglo and migrant comparator groups, the explanatory base for the Indigenous child's decision making within the school environment appears restricted to a small number of key variables. (AEI)

McIntyre, J., W. Ardler, Warner T. Morley, N. Solomon, and L. Spindler. (1996). *Culture Matters: Factors Affecting the Outcomes of Participation in Vocational Education and Training by Australian Indigenous Peoples.* Broadway NSW: University of Technology Sydney (UTS). Research Centre for Vocational Education and Training (RCVET).

A summary of the main report of the project outlined below.

McIntyre, J., Ardler, W., Morley Warner T., Solomon, N, and Spindler, L. (1996). *Culture Matters: Community Report: Reporting on a Project to Explore what Factors Affect the Outcomes of Vocational Education and Training for Aboriginal and Torres Straits Islander People.* Broadway NSW: University of Technology Sydney (UTS). Research Centre for Vocational Education and Training (RCVET).

This report presents the findings of a research project into factors affecting the participation of Indigenous Australians. 'Learner interviews showed that the over-riding factor identified by students for achieving success is a recognition of their Aboriginality, at each stage of the educational process' (p. 2); through course content, peers, staff, delivery, assessment, support on campus, support of family/community - either all or some of these factors need to exist. English language learning was a significant dimension of learning for some. Institutions indicated that the following factors had contributed to successful outcomes for their students: recognition of Aboriginality, support services (and space for students and staff), involvement of community in course development, recruiting of Indigenous staff, general staff development and flexible structures and deliver systems. (p. 5-7)

The report concludes that education and training for Indigenous Australians has to be approached as a cultural and cross-cultural activity and suggest ways of achieving culturally appropriate arrangements which are primarily through negotiation, not through imposition. This might include: making institutional space for Aboriginality; involving communities in course design; negotiating course delivery; recognising staffing and support issues; including language and literacy learning in courses; and evaluating effectiveness of each part of the system. The authors also caution against emphasising access and participation at the expense of educational quality and cite McDonald (1995), 'Aboriginal people come to non-Aboriginal institutions to get non-Aboriginal skills and knowledge not to get 'Aboriginal education''. To deny students a quality experience of non-Indigenous education is to doubly disadvantage them.

McNamara, N. and Valadian, M. (1994). The needs of special groups. In *'Research Priorities in Vocational Education and Training - a Discussion'*, papers presented to a conference hosed by ANTA Research Advisory Council in Sydney, April 1994. Leabrook, South Australia: National Centre for Vocational Education Research.

This paper addresses the special needs of Indigenous peoples. Since this group is a microcosm of the wider Australian community, what applies to Indigenous peoples can often apply to other groups in the community. The special needs of the nursing students in this study included the language of discourse (in chemistry), the mode of delivery and access for students from remote communities. The authors argue that these problems existed for non-Indigenous students also, putting an onus on the institution to improve teaching from all students.

Ministerial Council on Education Employment Training and Youth Affairs (Australia) (MCEETYA) Taskforce for the Education of Aboriginal and Torres Strait Islander Peoples, chair P. Hughes. (1995). *A National Strategy for the Education of Aboriginal and Torres Strait Islander Peoples 1996-2002.* Carlton South Vic.

Among the recommendations made by the taskforce is a call for attention to be paid to transition issues: from compulsory to post-compulsory and from school to further education and/or employment. Strategies are suggested to ensure improved access, participation, and equitable and appropriate achievement levels for Indigenous students at school, in VET courses and in higher education.

Misko, J. (1998, draft). *Transition Pathways. What happens to young people when they leave school.* Canberra: DEETYA.

This paper examines the transition pathways from school to work for young people using research and statistics from the ABS, NCVER and DEETYA. A number of pathways are identified including compulsory to postcompulsory schooling, school to VET/higher education/work/apprenticeships/traineeships. The importance of developing literacy and numeracy skills and school completion is discussed as well as the role of labour market assistance programs. While there is no specific consideration of Indigenous students, the paper provides a broad overview of the topic.

Moran, T. (1998). *Vocational education and training in Australia in the New Millennium.* Speech presented at the ATSIPTAC Second National Indigenous Peoples' Training Conference 'Challenging Pathways, Gold Coast, Queensland. http://www.anta.gov.au

'The growth in new communications and educational technologies is an exciting and *inevitable* progression. It will have a dramatic effect on vocational education and training in the new millennium: not only on *how* we deliver and administer training but on *what skills* we need to impart and *what careers* we are training people for.'

This paper argues that Flexible Delivery, as a form of computer based learning, can make a huge difference to increasing educational opportunities for Indigenous peoples, especially those who live in rural or remote areas. The author calls for increased investment in hardware and software, the continued development of on-line training products form Training packages and assistance for all stakeholders to take part (governments, training organisations, teachers and students). Examples of centres where investment and support for Flexible Delivery are occurring include the trialing of on-line delivery of VET modules in the NT for remote clients and teachers through a Flexible Delivery centre in Katherine, the delivery of retail traineeship training in NSW using teleconferencing and audiographics through the New England Institute of TAFE and a proposal to install a training infrastructure network for 3-5 communities in the Gulf of Carpentaria region.

The importance of User Choice for Indigenous communities is also emphasised: 'It is the *key* to increasing self determination for Aboriginal and Torres Strait Islander peoples over education and training. This applies to both public and private provision of training, and is not just about apprenticeships and traineeships but about all sorts of learning experiences'.

Mountney, P. (1990). *Report of an Evaluation of the Automotive Modular Integrated Training System (AMMITS) in New South Wales.* Brisbane: Queensland Department of Employment, Vocational Education and Training.

The Automotive Modular Integrated Training System (AMMITS) is designed to provide trade training for Aborigines and Torres Strait Islanders in the field of automotive mechanics. It offers an opportunity for the trainee living in the remote community to complete trade training without leaving home for extended periods of time to attend TAFE college. AMMITS consists of 24 modules of study; each one dealing with a section of repair and maintenance to the motor vehicle. The modules allow w the trainee to progress at a rate at which he/she feels comfortable and confident. In 1989/1990 components of AMMITS were trialled in New South Wales, Queensland and the Northern Territory. The findings in this report relate specifically to the NSW trial. A case study approach including site visits to each of the three centres involved in the trial was used and information was collected through interviews and document analysis. The major findings of the evaluation was that the AMMITS concept could be more widely used in the provision of learning programs for Indigenous people. (AEI)

Munns, G., Mootz, D. and Chapman, D. (1996). *I want to start again: Thoughts from some Aboriginal students who are staying at secondary school.* Paper presented at the Joint Conference of Educational Research Association, Singapore and Australian Association for Research in Education, 25-29 November 1996, Singapore Polytechnic. http://www.swin.edu.au/aare/conf96/MUNNG96.272

A report on research in progress which aimed to identify why some Indigenous students were staying on at school. Five Indigenous students were interviewed and described the factors which encouraged them to stay on at school. The authors argue that educational participation cannot be assessed by statistics alone; equity is also about participating in 'an education which is culturally sensitive and which offers equal outcomes' (p. 2). They found that there was considerable interplay between outside personal and socio-cultural factors and inschool factors. Factors which seemed to encourage pupils to stay on at school included: an environment which supported their feelings of cultural identity; supportive peer groups and adults; and a school which seriously addressed the issue of academic achievement - 'placement in appropriate classes with teachers who offer interesting lessons and treated Koori students with respect was considered an important factor'.

Nasir, T. (1996). Aboriginal and Islander Tertiary Aspirations Program. *Australian Journal of Career Development*, *5*(2), 7-11.

This article is about the Aboriginal and Islander Tertiary Aspirations Program (AITAP), which aims to enhance the attendance and academic achievement of Indigenous students during their secondary school years to increase the number of Indigenous Australians successfully completing Year 12 studies. AITAP encourages them to nurture aspirations involving tertiary education while maintaining their pride in their cultural behaviour. (AEI)

National Languages and Literacy Institute of Australia. (1994) *Best Practice in Aboriginal and Torres Strait Islander Education.* Adelaide: University of South Australia Printing.

This collection of conference papers cover a range of strategies and programs designed to enhance literacy learning across the curriculum for Indigenous students in primary and secondary schools

National Languages and Literacy Institute of Australia. (1996). *Desert Schools: Vol. 1. Executive Summary; Vol. 2. Research Report: Vol. 3 Literature Review.* Canberra: Department of Employment, Education, Training and Youth Affairs.

A very detailed and comprehensive report of a research project undertaken in seven desert-based Indigenous communities in South Australia and in Northern Territory and Western Australian locations close to the South Australian border. The aims of the project were: to identify the factors which significantly affected English language development and use; to describe the patterns of language use and the status of language varieties and their influence on English language development and use; and to describe pattens and levels of spoken and written English integral to learning and teaching. A sub-project was devoted to each of these objectives. The focus was on students of secondary school age, and a collaborative research approach was used, involving Indigenous and non-Indigenous educators and community members. The literature review identifies a number of key issues in the educational disadvantage experienced by Indigenous people in remote schools including culturally inappropriate teaching strategies and forms of assessment, the relevance of school, teacher training, teacher expectations, student motivation, relationships, language issues, attendance, housing, health, substance abuse and community funding resources.

New South Wales Technical and Further Education Commission, Multicultural Education Unit. (1995). *Vocational Education and Training Issues for People of Aboriginal and Torres Strait Islander and Non-English Speaking Background.* Ashfield, N.S.W.: Multicultural Education Unit, NSW TAFE.

This study aimed to identify perceptions of and attitudes towards VET, to identify barriers for Indigenous students, particularly girls, wishing accessing VET courses, to identify current patterns of participation and to recommend strategies to remove barriers for target groups. It was found that Indigenous students and their parents had a low opinion and appreciation of VET courses (although not as low as those from NESB backgrounds) and that these perceptions were influenced by family and friends, and by the perceived and actual poorer outcomes of VET. The target groups had also experienced difficulty enrolling in VET courses particularly those in high demand. The strategies suggested to remedy these problems focus on improving perceptions and knowledge of VET, increasing participation (through supporting language and literacy programs and other student support measures, including professional development of staff to increase cross-cultural awareness) and improving outcomes in terms of clearer pathways and incentives for employers to employ targeted groups so that they can have access to entry-level training.

Nile, R. B. (1990). *An exploratory examination of school effectiveness in selected Western Australian government schools with Aboriginal students.* MEd, University of New England, Armidale NSW.

In an attempt to identify effective Indigenous schools, this study collected data via questionnaires, interviews and observation, from school leaders, classroom staff, Indigenous students and their communities over 12 months. The main factors relating to the perceived effectiveness of the school related to the school's principal (leadership style, communication skills, value system, approach to the improvement process and, the degree and type of collaborative planning and implementation of policy). Other factors included: geographic location and environmental aspects; degree of cultural embeddedness of the client population; staffing numbers, ages and experience; and degree and type of school support mechanisms operating.

Northern Territory Department of Education. (1994). *Aboriginal and Islander Tertiary Aspirations Program (AITAP) Handbook.* Darwin: NT Department of Education

The program is designed to address the issue of Indigenous students' under-representation at the senior secondary level of schooling particularly in courses which are necessary for entrance to higher education. It aims to encourage more Indigenous students to complete their secondary schooling to the end of year 12 and gain a SACE (NT) which will enable them to apply for entrance to tertiary education courses. It recognises that a wide range of issues affect the students' academic success at school and aims to enhance not only academic achievement and skills but also personal and cultural identity. This book describes the program and emphasises its nature both as a system-level and school based initiative. During its development, a wide range of organisations and individuals has been consulted. The content of the program aims to reflect a comprehensive view of the issues identified and possible solutions. It provides suggestions for the program's implementation at school level and should provide a resource for AITAP coordinators. (AEI)

Penny, A. (1995). Aboriginal and Islander career aspirations program. *Australian Journal of Career Development 4*(1), 12-13.

The Aboriginal and Islander Career Aspirations Program (AICAP) was established early in 1994 to provide career guidance and educational support for Indigenous youth in South Australia. This case study outlines the aims, objectives, planning and implementation of the project. (AEI)

Quinn, T. (1995). Opportunities for group training. In ANTA, *Towards a Skilled Australia: National Conference on Vocational Education and Training.* Brisbane: ANTA.

This paper looks at opportunities for group training. It examines the rationale behind group training; funding considerations, strategic planning, the role of the ACTU-Lend Lease Foundation partnership; traineeships, specific group training programs, retail skills centres; Working Nation, access and equity issues; needs relating to trainees from non-English speaking backgrounds, trainees with disabilities, and Indigenous people; international opportunities; and future possibilities. In describing the activities of group training companies with Indigenous people, the author quotes increasing numbers engaged in apprenticeships and traineeships around the country, the involvement of some companies in consulting with local Indigenous communities and a couple of programs successful building and construction programs.

Randell, A. (1988). *Aboriginal Communities Operating with Community Development and Employment Programs.* In Analysis of Current CDEP Operations and Planning Future Activities, Workshop held at Hamilton Downs 23 - 25 August 1988. Darwin: Northern Territory Open College.

The workshop was held for communities in the Southern Region to establish a better understanding of CDEP operation. The workshop program is given. Current CDEP activities are listed together with the number of people involved in each. Possible reasons for the success or otherwise of each activity are given. Few participants had grasped the full potential of the program for building up people and communities. The workshop, run and organised by the Northern Territory Open College, was funded by the Department of Aboriginal Affairs. (AEI)

Rich, K., Berrevoets, E., Grey, K., O'Brien, C. and Waller, V. (1994). *Review of Employment Strategies for Aboriginal and Torres Strait Islander People.* Canberra: AGPS.

Employment Strategies is an element of the Training for Aboriginal and Torres Strait Islanders Program (TAP), itself a key component of the Aboriginal Employment Development Policy (AEDP). At the time of the evaluation, 150 strategies were in operation at state and national levels. The report is constructed around case study material which illustrates the types of strategies and their degree of success. There is a concluding chapter on future directions for the program.

Rigney, D., Rigney, L. I. and Hughes, P. (1998). *Report of Aboriginal Students and the South Australian Certificate of Education (SACE).* Adelaide: Senior Secondary assessment Board of South Australian.

This study aimed to identify both inhibitive and supportive factors relating to the participation and completion of the SACE by Indigenous students in South Australia. A major concern which emerged in the course of the research was the lack of understanding by students, parents and Aboriginal Education Workers of the SACE. Discussions of a barriers experienced by students included non-SACE factors such as racism, lack of parental support, sometimes a lack of support at school from AEWs attributed to the lack of training given to AEWs, lack of availability of tutors, transiency, poverty and competing responsibilities. SACE specific factors which emerged as barriers included a confusion regarding the structure of the SACE and associated terminology, inflexibility of SACE and time demands having a negative impact on student/teacher relationships. Enabling factors included supportive parents and peers, role models, positive relationships with teachers/counsellors and support mechanisms introduced by schools for Indigenous students (Nunga rooms, homework centres, tutors and the ASSPA program), provision of ESL where appropriate and the strengthening of inclusive practices through Aboriginal Perspectives Across the Curriculum.

Rivers, A. (1996). Recognising the emotional needs of young Indigenous students. In J. Izard and J. Evans (Eds.), *Student Behaviour: Policies, Interventions and Evaluations: Selected Papers from the 1996 National Conference on the Behaviour Management and Behaviour Change of Children and Youth with Emotional and/or Behaviour Problems.* Melbourne: Australian Council for Educational Research.

The statistics relating to school retention, academic success, and vocational training and employment, indicate that schools are still failing many Indigenous students. Early intervention strategies developed specifically to prevent the development of emotional and behaviour disorders among children in high risk families in Indigenous communities and improved assessment, and therapeutic intervention and support for Indigenous students exhibiting poor educational outcomes and problem behaviour, might improve the performance of such students in our schools. Such interventions might also reduce in Indigenous communities the incidence of child and adult behaviours resulting from emotional and behaviour disorders, and assist in breaking a self-perpetuating cycle of failure and alienation. (AEI)

Rizzetti, J. (1995). *More than Just Words: Good Practice in literacy Provision in the Koorie Vocational Context.* Preston Vic: Northern Metropolitan College of TAFE. Aboriginal Services Unit. (AEI)

This book documents the collective knowledge and experience of a range of educators who work in vocational education settings. In particular they highlight the need to be aware and respectful of language differences (students who are speakers of Aboriginal English), differences in learning styles, the dynamics of the formal learning situation and the implications of these factors for Indigenous students. For example, competency based assessment may be experienced by some students as a decontextualisation of the learning process and they may experience difficulties with this mode of training. The book also highlights the importance of selecting appropriate and supportive work placements for Indigenous students, especially for their first work placement. This may mean that training organisations need to ensure that they foster and maintain links with Indigenous organisations and organisations which have Indigenous liaison officers.

Schwab, R. G. (1996). *Indigenous Participation in Higher Education: Culture, Choice and Human Capital Theory.* Discussion Paper No. 122. Canberra: ANU, CAEPR.

Indigenous enrolments in higher education have risen consistently in recent years, though Indigenous students are still proportionally under-represented in Australian institutions of higher education. A close examination of recent enrolment and completion data reveals that Indigenous students are far more likely to enrol in the post-Dawkins 'new universities' and are less likely to be found at the pre-Dawkins 'research universities' than are non-Australian students. Indigenous students are also over-represented in enabling and non-award courses and under-represented in higher degree courses. Most

Indigenous higher education completions are in the fields of arts and education, while Indigenous completions in business, engineering and science are low in comparison to non-Indigenous completions. It is suggested that these patterns arise not only from a history of educational disadvantage and a variety of structural obstacles, but they are also shaped by a range of culturally-based evaluations and individual choices regarding appropriate and valuable courses of study. (CAEPR)

Schwab, R. G. (1997). *Post-Compulsory Education and Training for Indigenous Australians.* Discussion Paper No. 131. Canberra: ANU, CAEPR.

There exists in Australia a significant tension between the nature and definition of government goals of education, which are substantially economic, and the essentially social educational goals of Indigenous people. This paper addresses those tensions as they relate to post-compulsory education. It begins with a depiction of findings from the first national survey of Indigenous people pertaining to levels of qualification, desires for further education, and preferred institutions for education and training. The paper then turns to an analysis of the economic and social tensions that have resulted from increasing economic rationalism in education, and explores three prominent economically-based education goals: the development of human capital, increased educational efficiencies and 'enhanced' outcomes. The conflict between these and a range of Indigenous cultural assumptions and practices are then examined. The paper closes with discussion of the policy challenges inherent in attempting to find a balance between the economic imperatives of government and culturally-based Indigenous educational goals. (CAEPR)

Schwab, R. G. and Campbell, S. F. (1997). *The Future Shape of ABSTUDY: Practical and Policy Implications of the Recent Proposed Changes* Discussion Paper No. 137. Canberra: ANU, CAEPR.

ABSTUDY, the Aboriginal Study Assistance Scheme, is one of the most contentious special programs in Indigenous affairs. In May 1997 the Howard Government announced a number of changes to ABSTUDY, including substantial reductions in funding by fiscal year 2000–01; these changes are to go into effect from 1 January 1998. This paper has been prepared to provide an overview of the announced changes and speculate on some of the possible outcomes. The issues are not merely political ones. If Indigenous access to education is impeded, participation will decline. If participation declines, employment opportunities will likely decline as well. If employment opportunities decline the social welfare bill, and associated negative externalities for Australia, will increase. (CAEPR)

Smillie, R. (1990). *Performance Indicators for Aboriginal Programs in TAFE: A Discussion Paper.* Leabrook, South Australia: NCVER.

This paper focuses on Indigenous people from community areas who, upon graduation, either choose to return to those areas or to seek employment in an urban environment. It addresses performance indicators in TAFE from a cross cultural perspective, in order to highlight the inappropriateness of applying commonly used indicators from mainstream TAFE across cultural boundaries to Indigenous programs. (AEI)

Smith, D. E. (1996). *CDEP as Urban Enterprise: The Case of Yarnteen Aboriginal and Torres Strait Islanders Corporation, Newcastle.* Discussion Paper No. 114. Canberra: ANU, CAEPR.

This paper is the most recent in a series of case studies investigating the socioeconomic and policy features characteristic of urban Community Development Employment Projects (CDEP) schemes. Yarnteen Aboriginal and Torres Strait Islanders Corporation is located in Newcastle and has developed a successful enterprise in tandem with the CDEP scheme's more usual employment objectives. The paper describes the innovative employment projects established under Yarnteen's CDEP scheme and the development of its bulk warehousing enterprise. Two main questions are investigated: firstly, what are the identifiable factors involved in Yarnteen's success and, secondly, are there any obstacles impeding that continued success? One factor identified as an obstacle for the scheme was the apparent inability of ATSIC to respond within a reasonable time-frame to the scheme's enterprise proposals. Factors identified as combining to make the scheme a success included: managerial competence and professionalism (senior managers were long-term employees of the organisation); in-house coordination of training; the scheme's previous experience in Indigenous employment service delivery; the setting of realistic business goals with ongoing planning and evaluation; and, the blending of cultural and corporate objectives.

South Australia, Department of Employment, Training and Education, South Australia. (1998) *Framing the Future: Project Report.* South Australia: DETE.

The ANTA funded Framing the Future Project is the subject of this report which includes a description of the Wiltja Program at Woodford High School, South Australia, started in 1980 by a group of Anangu women. The program enables students from the Tri-State Western Region of South Australia to access mainstream education in a large city school, achieve their SACE and to pursue further education and training. A number of issues for the Indigenous students were identified which included irregular attendance (due to family and cultural demands), lack of knowledge about requirement and expectations that students have about the workplace due to their geographical isolation and the fact that many come from communities with high unemployment and limited access to employment and high levels of homesickness/illness and cultural difference. The program provides multiple entry and exit points for students, work placements and intensive support and counselling for students. Some accreditation problems were identified which need to be addressed.

General barriers to access and success for Indigenous students and students at risk are described, along with strategies to overcome them. Barriers included lack of information, selection procedures, TAFE constraints, lack of flexibility, inappropriate pedagogy, organisational problems and inadequate funding. Improvements to the system included a change in teaching methodology (eg holistic approach, supportive and empathic to group needs, tasks pitched at an appropriate level) and course structures (eg emphasising experiential learning, small class sizes, maintaining information pathways, establishing networks of employers responsive to students needs). In particular, the report highlights the need for funding arrangements and productivity benchmarks which reflect the true cost of programs for students at risk.

Spicer, I. (1997). *Independent Review of the Community Development Employment Projects (CDEP) Scheme.* Canberra: Commonwealth of Australia.

This review found that the majority of CDEPs have provided significant skills enhancement and an improved quality of life for their participants. However, it was seen as important that CDEP not be seen as the only solution to either unemployment or other community issues. The review recommended a revised CDEP objective which focuses on assisting individuals in acquiring skills which benefit the community, develop business enterprises and/or lead to unsubsidised employment.

Amongst other areas, the Review looked specifically at Employment and Training issues. The Review found considerable evidence that CDEP is effective in facilitating the transfer of participants to other employment. However, it was also noted that CDEP are not funded to provide accredited training for participants or undertake the individual case management needed to secure employment. The review recommended that CDEPs be given access to more flexible, community focused on-site training delivery by TAFE systems and training providers It was further recommended that CDEPs develop linkages with employment placement providers in order to prepare participants for employment outside the scheme.

Stanley, O. and Hansen, G. (1998). ABSTUDY: *An investment for tomorrow's employment.* http://www.atsic.gov.au/abstudy

The review of ABSTUDY, undertaken for ATSIC, contains a comprehensive coverage of relevant education and economic policy contexts, a history of ABSTUDY, and an overview of social and economic indicators. The review findings are presented in relation to education, employment and income, and student assistance. The chapter on education provided evidence that education systems are failing Indigenous people at all levels in terms of equitable participation and achievement. It was shown that levels of education are positively linked to employment, and that employment prospects for Indigenous higher education graduates are particularly high. Administrative problems with ABSTUDY are highlighted, and the lack of statistical evidence to show the effect of ABSTUDY on educational and employment outcomes. Given ABSTUDY's importance in improving access and participation, the authors strongly support the retention of a special Indigenous student assistance scheme.

Sturman, A. (1985). *Aboriginals and the Transition from School to Work.* Unpublished paper. Melbourne: Quality of Education Review Committee.

This article provides information about the education and vocational aspirations, attitudes and attainment of Indigenous students and their parents and the education performance of students. Despite low participation and achievement rates, educational and vocational aspiration levels were relatively high.

Sweet, R. (1998). Youth: The rhetoric and the reality of the 1990s. In Dusseldorp Skills Forum. *Australia's Youth: Reality and Risk.* Sydney: Dusseldorp Skills Forum.

This article provides an overview of the situation for young people as they move from school to work. Long-term trends show a continuing increase in youth unemployment ('In Australia, the unemployment rate among 15-24 year olds is 2.2 times as high as the rate among 25-54 year olds' (p. 15)) and a decrease in the availability of full-time employment opportunities. Year 12 retention rates are also currently in decline. The author points out that almost 15 per cent of 15 to 19 year olds are not in full-time education or full-time employment; as well as those who are unemployed, a growing number of young people are in low paid, part-time or temporary employment after school. Increased participation in vocational education and training courses is mainly by older students and despite a growth in school-industry programs, in many instances contact with the workplace was quite limited .

The author argues that economic growth and job creation schemes do not necessarily foster the skills and qualifications that young people need to compete effectively with adults in the labour market. Strategies to deal with problem of youth unemployment include special employment incentives for employers to hire young people, increasing the 'attractiveness and holding power' of schools by supporting the inclusion of vocational education courses and work placements in school curriculums, supporting the movement of young people from insecure to secure employment (through actions plans, mentoring, portfolio building activities) and the provision of a entitlement for early school leavers to assist them in the transition to employment (with a maximum value equivalent to the public cost of their post compulsory education had they continued on at school).

Taylor, A. (1997). Literacy and the new workplace: the fit between employment-oriented literacy and Aboriginal language-use. *British Journal of the Sociology of Education, 18*(1), 63-80.

In this paper, assumptions regarding the nature of workers' participation in the new workplace in the competency based language and literacy schemata are identified. In particular, the degree to which the vision of participation, as measured by specific language and literacy competence for the workplace, is likely to be shared by Indigenous Australians in both remote and settled Australia is considered. Related factors impinging on adult Indigenous acquisition and demonstrations of language and literacy competence in this context are discussed. The author suggests that the maintenance of distinctive style of language may be an example of passive resistance against assimilation and incorporation into the dominant society's way of life. Concern is expressed regarding the way in which the *National Framework of Adult Language, Literacy and Numeracy Competence* presents a vision of the workplace which is not culturally inclusive.

Taylor, J. and Altman, J. (1997). *Escalating Economic Costs of Indigenous Employment Disparity.* Canberra: ATSIC.

This paper draws attention to the underlying demographic trends and predicts a worsening of the economic situation for Indigenous Australians. The Indigenous population is increasing in size at a much greater rate than the non-Indigenous population resulting in an expanding working-age population. The current high level of CDEP employment and lower levels of employment in the private sector contribute to an employment/population ratio which is likely to decline from 35 per cent to 31 per cent by the year 2006 and the Indigenous unemployment rate is likely to increase from 39 per cent to 47 per cent by the year 2006. (The non-Indigenous employment/population ratio currently is 58 per cent; the non-Indigenous unemployment rate is currently 8.5 per cent). Employment opportunities will need to increase substantially for Indigenous Australians just to maintain the status quo.

The authors call for a continuation of CDEP along with strategies to move people from CDEP employment and into the mainstream employment. They also support the continued underwriting of labour market programs, the encouragement of greater business opportunities and support for Indigenous business ventures, and a greater input of resources to improve areas such as education, housing, health and incarceration, which in turn effect employment outcomes for Indigenous Australians.

Taylor, J. and Hunter, B. (1996). *Indigenous Participation in labour Market and Training Programs.* Discussion Paper No. 108. Canberra: ANU, CAEPR.

Despite the fact that large numbers of Indigenous people participate in labour market and training programs each year, little information has hitherto been publicly available regarding their characteristics and the nature of program involvement. Using information obtained from various administrative databases held by the Department of Employment, Education, Training and Youth Affairs, this paper describes the changing distribution of Indigenous participation in labour market programs in recent years and provides details of the age, sex and location of program participants. Further insight into Indigenous participation in training courses is provided by data from the 1994 National Aboriginal and Torres Strait Islander Survey. Program participation is shown to have steadily risen in the 1990s with increased emphasis on clients in remote rural areas. Also noted is continuation of a well established trend towards an increasing share of program placements in mainstream programs. The significance of this is underscored by the finding that persons who had attended a training course were more likely to be employed in the mainstream labour market. Despite this, there still appears to be a mismatch between large and growing numbers of program participants and low net employment gain. (CAEPR)

Taylor, J. and Hunter, B. (1997). Promoting growth in Indigenous employment: The role of the private sector. *Australian Bulletin of Labour, 23*(4), 295-313.

The authors consider the over-representation of Indigenous peoples in the public sector and the vulnerabilities this entails along with current cutbacks to programs and the CDEP (which accounts for about a quarter of Indigenous workforce). They note that ATSIC has highlighted the importance of increasing Indigenous employment in the private area and increasing the Indigenous private sector. While their analysis confirms the importance of the tourism, rural industry and cultural industry strategies in place to 'exploit the comparative advantage of Indigenous people in these areas', they suggest that potential exists for further strategies to increase employment in these areas. With the increasing Indigenous population in major urban areas shown in 1996 census data, it is important that other areas of employment are also targeted.

Taylor, J. and Hunter, B. (1997). *A Profile of Indigenous Workers in the Private Sector.* Discussion Paper No. 137. Canberra: ANU, CAEPR.

The current re-orientation in policy emphasis towards engagement with the private sector as the primary source of future employment growth for Indigenous people raises questions about how this might be achieved. As a prior step, this paper considers what is known about the present involvement of Indigenous people in the private sector and how this might be relevant to policy development. (CAEPR)

Teasdale, J. and Teasdale, R. (1996). *Pathways to Where?: Aboriginal and Torres Strait Islander Participation in Vocational Education and Training.* Leabrook, South Australia: NCVER.

This study tracked the participation of Indigenous students' in TAFE, from their entry into the system to their exit. Results showed concern that pathways were mainly non-vocational: two thirds of the Indigenous students enrolled in VET were completing catch-up or pre-vocational programs. and 'statistics continue to show that Indigenous people are under-represented in all vocational streams and fields of study' (p. v)

Recommendations included that. VET provisions for Indigenous Australians be transferred to their own management; Indigenous people should redefine VET according to their own community's needs; there should be increases in Indigenous staff; recognised prior learning which affirms Indigenous culture and languages; and improved pathways for Indigenous Australians.

Wignell, P. and K. Boyd. (1994). *Kakadu National Park as a Case Study in Workplace Literacy.* Melbourne: National Language and Literacy Institute of Australia (NLLIA).

This report explains the very complex sociocultural features of the workplace at Kakadu National Park (combining as it does traditional Indigenous ownership and custodial obligations. with all the trappings of a modern bureaucratic structure and culture). The report focuses on what types of written text are used and are necessary in managing the park, how those texts interconnect and what types of difficulties these texts are likely to have for park rangers. The practical recommendations are able to make very specific references to improving the form of texts used within the national park and to provide sound suggestions as to how workplace training texts might be improved and appropriate curriculum developed to ensure that all rangers have access to promotion. (AEI)

Wren, N. (1992) *Helping to Get Work Done: A study of the Aboriginal Tutorial Assistance Scheme as it is used at the Centre for Aboriginal and Islander Studies at the Northern Territory University.* MEd: Northern Territory University.

Surveys and structure interview with key individuals and an analysis of available statistics suggested that the regular use of an ATAS tutor enhanced the confidence of participating students and was related to improved attendance, retention rates and quality of academic work of students.

Woods, D. (1996) Aboriginal students - Where to after Year 10? *The Australian TAFE Teacher, July, p. 26.*

Comments on studies of school retention rates which show a marked contrast in the choice of post Year 10 pathways for Indigenous and non-Indigenous students regardless of parents' socio-economic status. Indigenous students are more likely to leave school earlier but are also more likely to undertake apprenticeships or engage in VET courses. The author argues that there should be an analysis of reasons for this trend. that is why schools are not meeting the needs of these students.

Woolcock, B. (1996). *Civil skills centre - an industry provider.* Paper presented and the National Seminar Best Practice and Quality Systems, 8-9 August, Sydney. ANTA/DTEC

The Civil Construction Skills and Technology Centre was established to provide training in the civil operations sector of the building and construction industry. The centre has delivered a number of innovative training activities, some of which are outlined in this paper. Programs which have involved Indigenous organisations and communities are characterised by consultation and communication and hands on training in areas of need where participants gain formal skills training and on the job assessments and which can be articulated into AVTS traineeships.

APPENDIX: LIST OF TABLES

The data in Tables A1 and A14 come from the *1994 National Aboriginal and Torres Strait Islander Survey*. An analysis of this data can be found in the survey reports, including those listed in the bibliography (ABS 1996a; ABS 1996b). The data in Tables A15 to A20 come from the National Centre for Vocational Education Research's database.

Table A1 Indigenous Persons Aged 13 to 18 Years: Age by School Participation by Part of State and Sex, 1994 171

Table A2 Indigenous Persons Aged 20 To 24 Who Have Left School: Selected Characteristics by State/Territory, 1994................ 172

Table A3 Indigenous Persons Aged 15 To 24 Who Have Left School and are Currently Studying for a Qualification: Level of Qualification and Type of Institution Attending: State/Territory by Part of State and Sex, 1994 173

Table A4 Indigenous Persons Aged 15 to 24 Who Have Left School and who Attended a Training Course in the Last 12 Months: Details for Main Training Course attended By Part of State And Sex, 1994 175

Table A5a Indigenous Persons Aged 15 to 24 Years Who Are in the Labour Force by State and Area of State, 1994.................... 177

Table A5b Indigenous Persons Aged 15 to 24 Not in the Labour Force by State and Area of State, 1994................................. 178

Table A6 Income of Indigenous Persons Aged 15 to 24 by State and Area of State 178

Table A7 Indigenous Persons Aged 15 to 24 Years: Labour Force Status by Part of State by Sex and Age, 1994 180

Table A8 Indigenous Persons Aged 15 to 24 Years: Number of Jobs in the Last 12 Months by Number of Months Work in the Last 12 Months (%) 181

Table A9 Indigenous Persons Aged 15 to 24 Who Are Employed: Sector of Employment by Part of State by Sex, 1994 182

Table A10a Indigenous Persons Aged 15 to 24 Who Are Unemployed: Length of Time Unemployed by Sex, Age, Part of State and Level of Educational Attainment... 183

Table A10b Indigenous Persons Aged 15 to 24 Who Are Unemployed: Length of Time Unemployed by Sex, Age, Part of State and Level of Educational Attainment 184

Table A10c Indigenous Persons Aged 15 to 24 Who Are Unemployed: Length of Time Unemployed by Sex, Age, Part of State and Level of Educational Attainment 185

Table A10d Indigenous Persons Aged 15 to 24 Who Are Unemployed: Length of Time Unemployed by Sex, Age, Part of State and Level of Educational Attainment 186

Table A11 Indigenous Persons Aged 15 to 24 Who Are Unemployed: Whether Looking for Full-Time or Part-Time Work and Main Difficulty in Finding A Job by Part of State and Sex.. 187

Table A12 Indigenous Persons Aged 15 to 24 Years: Sex, Part of State and Mean Annual Income by Main Source of Income, 1994 188

Table A13 Indigenous Persons Who are Non-Prisoners and Aged 15-29: Main Field of Qualification by Labour Force Status by Sex of Person by Age of Person, 1994.................................. 189

Table A14 Indigenous Persons Who are Non-Prisoners and Aged 15-29: Sex of Person by Age of Person by Main Field of Qualification by Main Source of Income, 1994.................... 192

Table A15 Field of Study for Indigenous and Non-Indigenous Students in Vocational Education and Training, 1996, by State, Region and Sex - 15 to 19 Year-olds 194

Table A16 Field of Study for Indigenous and Non-Indigenous Students in Vocational Education and Training, 1996, by State, Region and Sex - 20 to 24 Year-olds 196

Table A17 Stream of Study for Indigenous and Non-Indigenous Students in Vocational Education and Training, 1996, by State, Region and Sex - 15 to 19 Year-olds...................... 198

Table A18 Stream of Study for Indigenous and Non-Indigenous Students in Vocational Education and Training, 1996, by State, Region and Sex - 20 to 24 Year-olds...................... 200

Table A19 Course Qualification for Indigenous and Non-Indigenous Students in Vocational Education and Training, 1996, by State, Region and Sex - 15-19 Year-olds.......................... 202

Table A20 Course Qualification for Indigenous and Non-Indigenous Students in Vocational Education and Training, 1996, by State, Region and Sex - 20-24 Year-olds.......................... 204

Table A1 Indigenous Persons Aged 13 to 18 Years: Age by School Participation by Part of State and Sex, 1994

Part of State	Capital City			Other Urban			Rural			Total		
Sex	*Male*	*Female*	*Total*	*Male*	*Female*	*Total*	*Male*	*Female*	*Total*	*Male*	*Female*	*Total*
Age			*(n)*			*(n)*			*(n)*			*(n)*
School students												
13 (%)	61	39	1532	45	55	2617	56	44	1956	53	47	6105
14 (%)	49	51	1900	45	55	2797	49	51	1863	47	53	6559
15 (%)	37	63	1303	47	53	3031	59	41	2189	49	51	6523
16 (%)	38	62	1302	37	63	1852	65	35	933	44	56	4088
17 (%)	66	34	473	41	59	816	45	55	453	49	51	1743
18 (%)	23	77	100	55	45	44	44	57	159	39	61	303
13-18 (%)	48	52	6609	44	56	11157	55	45	7554	49	51	25321
Not students												
13 (%)	0	0	0	0	100	54	75	25	28	26	74	82
14 (%)	0	0	0	100	0	58	65	35	98	78	22	157
15 (%)	79	21	412	74	26	440	48	52	639	64	36	1490
16 (%)	63	37	963	51	49	1196	62	38	974	58	42	3133
17 (%)	55	45	1133	55	45	1722	57	43	966	56	44	3822
18 (%)	48	52	1075	52	48	2277	56	44	1710	52	48	5062
13-18 (%)	58	42	3582	54	46	5747	57	43	4416	56	44	13745
Total persons												
13 (%)	61	39	1532	44	56	2670	57	43	1985	52	48	6187
14 (%)	49	51	1900	46	54	2855	50	50	1961	48	52	6716
15 (%)	47	53	1715	51	49	3471	57	43	2828	52	48	8013
16 (%)	48	52	2265	43	57	3049	63	37	1908	50	50	7221
17 (%)	58	42	1606	51	49	2538	53	47	1420	54	47	5564
18 (%)	46	54	1174	52	48	2321	55	45	1869	52	48	5365
13-18 (%)	52	48	10192	48	52	16904	56	44	11970	51	49	39066

Table A2 Indigenous Persons Aged 20 To 24 Who Have Left School: Selected Characteristics by State/Territory, 1994

	State/Territory (%)							
	NSW	*VIC*	*QLD*	*SA*	*WA*	*TAS*	*NT*	*Australia (incl ACT)*
Aged 20-24								
Part of State/Territory								
Capital city	34	50	21	45	31	34	14	29
Other urban	58	34	39	22	39	45	27	41
Rural	7	15	40	33	30	21	59	30
Total (n)	8172	1937	8488	1826	4698	1070	4976	31472
Sex								
Males	51	51	51	51	52	51	50	51
Females	49	49	49	49	48	49	50	49
Total (n)	8172	1937	8488	1826	4698	1070	4976	31472
Labour force status								
Employed								
Non-CDEP	27	38	28	29	14	58	18	26
CDEP(c)	4	1	15	6	18	0	16	11
Unemployed	36	38	28	34	36	23	22	31
Not in labour force	28	17	26	27	26	19	41	28
Not applicable	6	6	3	5	5	0	2	4
Total (n)	8172	1937	8488	1826	4698	1070	4976	31472
Personal income								
0-12000	49	60	47	53	62	36	69	54
12001-25000	32	24	34	32	26	49	25	31
25001 or more	13	11	15	9	6	15	4	11
Not stated/not applicable	6	6	4	6	7	0	2	5
Total (n)	8172	1937	8488	1826	4698	1070	4976	31472
With post-school qualifications								
Postgrad/Bach. degree/Dip.	23	5	23	23	6	38	0	21
Skilled or basic vocational	49	33	66	56	66	54	56	55
Inadequately described	29	61	10	22	28	8	44	24
Total (n)	1843	305	1559	502	380	310	342	5388
Without post-school qualifications								
Year 12 certificate(a)	22	38	35	16	9	15	13	22
Year 10 certificate(a)	28	30	38	57	57	70	32	39
Below Year 10(b)	50	32	27	26	35	14	55	39
Total (n)	6329	1632	6929	1324	4318	760	4634	26084

(a) Includes persons who attained Year 10 or Year 12 Certificate at TAFE.

(b) Includes persons with no formal education.

(c) Community Development Employment Projects.

Table A3 Indigenous Persons Aged 15 To 24 Who Have Left School and are Currently Studying for a Qualification: Level of Qualification and Type of Institution Attending: State/Territory by Part of State and Sex, 1994

	State/Territory (%)							
	NSW	*VIC*	*QLD*	*SA*	*WA*	*TAS*	*NT*	*Australia (incl ACT)*
Aged 15-19								
Part of State								
Capital city	0	75	56	0	25	0	0	38
Other urban	84	22	30	100	63	39	100	46
Rural	16	3	14	0	11	61	0	16
Total (n)	180	233	441	19	228	119	33	1252
Level of qualification								
Postgraduate	0	0	5	0	0	0	0	2
Bachelor Degree	0	0	20	0	0	6	0	8
Diploma	0	19	0	0	0	12	0	5
Skilled vocational qualification	16	5	21	26	9	7	0	13
Basic vocational qualification	0	44	22	79	65	3	0	29
Inadequately described	0	27	25	0	12	29	100	21
Year 12 school certificate	84	4	6	0	13	44	0	21
Year 10 school certificate	0	0	0	0	0	0	0	0
Total (n)	180	233	441	19	228	119	33	1252
Institution providing course								
University(a)	0	6	32	47	0	44	61	19
TAFE	100	67	22	53	46	24	39	47
Other	0	27	39	0	48	20	0	29
Not stated	0	0	7	0	7	12	0	5
Total (n)	180	233	441	19	228	119	33	1252
Aged 20-24								
Part of State								
Capital city	62	46	58	58	47	27	15	54
Other urban	35	37	37	19	50	66	17	35
Rural	3	18	5	23	4	7	68	10
Total (n)	1359	217	450	326	361	104	130	2964
Level of qualification								
Postgraduate	0	13	0	16	0	27	0	4
Bachelor Degree	26	36	69	17	0	0	0	27
Diploma	10	21	0	8	32	24	41	14
Skilled vocational qualification	6	28	22	50	7	10	40	16
Basic vocational qualification	4	2	4	1	11	6	12	5
Inadequately described	18	1	5	8	38	29	8	16
Year 12 school certificate	33	0	0	0	4	5	0	16
Year 10 school certificate	5	0	0	0	8	0	0	3
Total (n)	1359	217	450	326	361	104	130	2964
Institution providing course								
University(a)	60	39	74	33	30	53	27	53
TAFE	33	60	11	25	23	24	64	30
Other	8	1	12	41	45	24	9	17
Not stated	0	0	3	0	1	0	0	1
Total (n)	1359	217	450	326	361	104	130	2964

Table A3 **Indigenous Persons Aged 15 To 24 Who Have Left School and are Currently Studying for a Qualification: Level of Qualification and Type of Institution Attending: State/Territory by Part of State and Sex, 1994 (continued)**

	State/Territory (%)							
	NSW	*VIC*	*QLD*	*SA*	*WA*	*TAS*	*NT*	*Australia (incl ACT)*
Aged 15-24								
Part of State								
Capital city	55	61	57	54	38	13	12	50
Other urban	40	29	33	23	55	52	33	39
Rural	5	10	10	22	7	36	55	12
Total (n)	1539	450	890	345	589	223	162	4216
Level of qualification								
Postgraduate	0	6	3	15	0	13	0	3
Bachelor Degree	23	17	45	16	0	3	0	21
Diploma	9	20	0	8	20	17	33	11
Skilled vocational qualification	7	16	22	48	8	9	32	16
Basic vocational qualification	3	24	13	5	32	4	10	12
Inadequately described	15	14	15	8	28	29	26	17
Year 12 school certificate	39	2	3	0	7	26	0	17
Year 10 school certificate	4	0	0	0	5	0	0	2
Total (n)	1539	450	890	345	589	223	162	4216
Institution providing course								
University(a)	53	22	53	34	19	48	34	42
TAFE	40	64	16	27	32	24	59	35
Other	7	14	25	39	46	22	7	20
Not stated	0	0	5	0	3	6	0	2
Total (n)	1539	450	890	345	589	223	162	4216

(a) Includes other higher educational institutions.

Table A4 Indigenous Persons Aged 15 to 24 Who Have Left School and who Attended a Training Course in the Last 12 Months: Details for Main Training Course attended By Part of State And Sex, 1994

Part of State	**Capital City (%)**		**Other Urban (%)**		**Rural (%)**		**All Areas**
Sex...	*Male*	*Female*	*Male*	*Female*	*Male*	*Female*	*Total*
Details of main training course							
Aged 15-19							
Provider of course							
TAFE	0	20	32	44	36	49	24
Employer	6	0	3	0	0	3	2
Other	91	36	54	53	62	47	60
Not stated	4	44	12	4	3	0	13
Total (n)	595	434	513	390	210	87	2229
Whether completed							
Completed	16	51	52	56	67	55	44
Did not complete	24	0	4	26	0	37	13
Still studying	60	5	44	14	34	8	33
Not stated	0	44	0	4	0	0	9
Total (n)	595	434	513	390	210	87	2229
Length of course							
4 weeks or less	4	0	20	19	27	0	12
5-8 weeks	7	11	30	12	41	10	17
9-13 weeks	34	21	14	10	6	8	19
14-26 weeks	8	0	25	33	18	31	16
27 weeks or more	47	68	11	26	9	51	36
Total (n)	595	434	513	390	210	87	2229
Use of course (a)							
For work	8	0	33	12	31	6	17
To get a job	44	4	20	10	37	23	23
For personal development	21	4	18	19	19	23	17
As a hobby	1	0	9	16	5	17	7
Other	0	0	0	0	0	18	1
Information not used	0	10	9	19	0	6	8
Not stated	25	81	11	25	8	7	28
Total responses (n)	662	454	817	425	232	161	2752
Aged 20-24							
Provider of course							
TAFE	19	34	17	29	41	31	27
Employer	18	0	4	17	10	26	11
Other	60	63	73	35	50	43	55
Not stated	3	4	6	19	0	0	7
Total (n)	581	640	640	711	355	274	3201
Whether completed							
Completed	64	81	65	78	46	76	70
Did not complete	11	3	20	3	22	3	10
Still studying	22	12	13	3	32	21	15
Not stated	3	4	2	17	0	0	5
Total (n)	581	640	640	711	355	274	3201

Table A4 Indigenous Persons Aged 15 to 24 Who Have Left School and who Attended a Training Course in the Last 12 Months: Details for Main Training Course attended By Part of State And Sex, 1994 (continued)

Part of State	**Capital City (%)**		**Other Urban (%)**		**Rural (%)**		**All Areas**
Sex... *Details of main training course*	*Male*	*Female*	*Male*	*Female*	*Male*	*Female*	*Total*
Aged 20-24(cont)							
Length of course							
4 weeks or less	18	41	35	19	36	27	29
5-8 weeks	25	28	18	18	5	9	19
9-13 weeks	18	15	25	28	1	17	19
14-26 weeks	8	3	11	10	24	0	9
27 weeks or more	31	13	11	25	33	47	24
Total (n)	581	640	640	711	355	274	3201
Use of course (a)							
For work	25	13	21	26	22	40	24
To get a job	25	11	19	25	19	15	20
For personal development	19	47	36	22	39	24	30
As a hobby	15	6	9	1	4	2	7
Other	4	0	0	0	0	0	1
Information not used	1	12	2	9	0	2	5
Not stated	11	11	13	17	16	17	14
Total responses (n)	974	772	1151	1165	513	442	5013
Aged 15-24							
Provider of course							
TAFE	9	28	24	35	39	35	26
Employer	12	0	4	11	6	20	8
Other	75	52	65	41	54	44	57
Not stated	4	20	8	13	1	0	9
Total (n)	1176	1073	1153	1101	565	361	5431
Whether completed							
Completed	40	69	59	70	54	71	60
Did not complete	17	2	13	11	14	11	11
Still studying	41	9	27	7	32	18	22
Not stated	2	20	1	12	0	0	7
Total (n)	1176	1073	1153	1101	565	361	5431
Length of course							
4 weeks or less	11	24	29	19	33	21	22
5-8 weeks	16	21	23	16	19	9	18
9-13 weeks	26	18	20	21	3	14	19
14-26 weeks	8	2	17	18	21	7	12
27 weeks or more	39	35	11	26	24	48	29
Total (n)	1176	1073	1153	1101	565	361	5431
Use of course (a)							
For work	18	8	26	22	25	31	21
To get a job	33	8	19	21	24	17	21
For personal development	20	31	29	21	33	24	26
As a hobby	9	4	9	5	4	6	7
Other	3	0	0	0	0	5	1
Information not used	0	12	5	11	0	3	6
Not stated	17	37	12	19	14	14	19
Total responses (n)	1635	1226	1968	1591	745	602	7764

(a) Persons may have given more than one answer.

Table A5a Indigenous Persons Aged 15 to 24 Years Who Are in the Labour Force by State and Area of State, 1994

Part of State/Territory	**Capital City (%)**			**Other Urban (%)**			**Rural (%)**			**Total (%)**		
Age...	*15-19*	*20-24*	*15-24*	*15-19*	*20-24*	*15-24*	*15-19*	*20-24*	*15-24*	*15-19*	*20-24*	*15-24*
New South Wales												
Employed	62	61	61	45	39	41	54	38	46	54	47	50
Unemployed	38	39	39	55	61	59	46	62	54	46	53	50
Unemployed for 12 mths+	11	21	16	15	36	27	15	35	25	13	30	23
Total (n)	1933	2006	3939	2060	3028	5087	389	413	802	4382	5447	9828
Victoria												
Employed	52	56	55	9	24	17	81	100	95	37	51	45
Unemployed	48	44	45	90	76	83	19	0	5	63	49	55
Unemployed for 12 mths+	9	9	9	32	59	46	19	0	5	19	23	22
Total (n)	598	863	1460	436	470	906	58	163	221	1091	1495	2587
Queensland												
Employed	55	71	65	46	55	51	65	60	61	53	60	58
Unemployed	45	29	35	54	45	49	35	40	39	47	40	42
Unemployed for 12 mths+	3	10	7	22	19	20	11	17	16	15	17	16
Total (n)	717	1236	1953	1925	2289	4213	1165	2525	3689	3806	6050	9856
South Australia												
Employed	19	43	33	12	39	29	62	67	65	33	51	44
Unemployed	81	57	67	88	61	71	38	33	35	67	49	56
Unemployed for 12 mths+	34	36	35	21	25	23	15	18	17	24	27	25
Total (n)	313	466	780	209	323	532	287	466	752	809	1254	2064
Western Australia												
Employed	12	30	22	48	42	45	91	67	76	49	47	48
Unemployed	88	70	78	52	58	55	9	33	24	51	53	52
Unemployed for 12 mths+	43	40	41	19	20	20	0	6	4	21	21	21
Total (n)	712	862	1574	901	1306	2206	626	1051	1677	2239	3219	5457
Tasmania												
Employed	26	69	58	55	71	67	57	77	65	52	72	64
Unemployed	73	31	42	45	29	33	43	23	35	48	28	36
Unemployed for 12 mths+	20	10	12	12	6	8	17	13	15	16	9	12
Total (n)	85	249	333	166	407	574	307	208	515	558	864	1422
Northern Territory												
Employed	8	67	46	53	40	44	68	71	70	53	61	58
Unemployed	92	33	54	47	60	56	32	29	30	47	39	42
Unemployed for 12 mths+	14	5	8	32	42	40	16	20	19	19	24	22
Total (n)	306	548	854	274	875	1149	872	1415	2287	1452	2838	4290
Total Australia (incl ACT)												
Employed	45	58	53	43	45	44	68	64	65	50	54	53
Unemployed	55	42	47	57	55	56	32	36	35	50	46	47
Unemployed for 12 mths+	16	19	17	20	29	25	12	17	15	16	22	20
Total (n)	4804	6388	11192	5970	8697	14667	3719	6342	10060	14492	21427	35919

Table A5b Indigenous Persons Aged 15 to 24 Not in the Labour Force by State and Area of State, 1994

Part of State/Territory	**Capital City (%)**			**Other Urban (%)**			**Rural (%)**			**Total (%)**		
Age...	*15-19*	*20-24*	*15-24*	*15-19*	*20-24*	*15-24*	*15-19*	*20-24*	*15-24*	*15-19*	*20-24*	*15-24*
New South Wales	16	33	23	30	37	33	15	6	12	22	26	23
Victoria	7	0	4	7	6	6	1	4	2	5	4	4
Queensland	26	21	24	31	30	31	26	21	24	28	25	27
South Australia	15	13	14	4	2	4	4	4	4	6	5	6
Western Australia	19	21	20	15	11	14	14	12	13	15	14	15
Tasmania	5	5	5	3	2	3	4	1	3	4	2	3
Northern Territory	11	5	9	9	11	10	36	52	41	19	24	21
Total Australia *(n)* (inc ACT)	3137	2302	5439	7055	3548	10603	5899	3018	8917	16092	8868	24959

Table A6 Income of Indigenous Persons Aged 15 to 24 by State and Area of State

Part of State/Territory	**Capital City (%)**			**Other Urban (%)**			**Rural (%)**			**Total (%)**		
Age...	*15-19*	*20-24*	*15-24*	*15-19*	*20-24*	*15-24*	*15-19*	*20-24*	*15-24*	*15-19*	*20-24*	*15-24*
Main Source of Income												
New South Wales												
Earned income non-CDEP	37	42	40	12	20	16	15	19	16	20	28	24
Earned income CDEP(a)	10	1	5	10	7	8	0	6	2	8	5	6
Government payments	32	30	31	47	73	60	34	54	40	40	56	48
No income	19	27	23	31	1	15	48	21	40	30	12	21
Annual income = $12000	61	41	50	92	58	75	82	60	75	81	52	67
Annual income > $25000	1	22	12	0	10	5	0	6	2	0	14	7
Total (n)	2439	2776	5216	4210	4353	8563	1299	609	1908	7949	7738	15686
Victoria												
Earned income non-CDEP	25	47	36	3	14	8	8	22	19	13	31	22
Earned income CDEP(a)	6	0	3	1	2	2	44	0	10	6	1	3
Government payments	27	53	41	43	75	56	20	57	48	35	62	48
No income	41	0	20	52	9	34	28	21	22	46	7	26
Annual income = $12000	78	51	64	98	73	88	100	78	83	89	63	76
Annual income > $25000	0	22	11	1	2	1	0	0	0	0	11	6
Total (n)	810	863	1673	927	667	1594	90	293	383	1827	1823	3650
Queensland												
Earned income non-CDEP	21	51	37	12	29	19	8	14	11	12	28	20
Earned income CDEP(a)	0	0	0	8	7	8	17	32	25	10	15	13
Government payments	42	45	43	40	61	50	26	44	36	36	51	44
No income	37	4	19	37	2	22	42	8	24	39	5	22
Annual income = $12000	97	22	57	88	53	72	80	58	69	87	48	68
Annual income > $25000	1	24	13	1	17	8	0	10	5	0	16	8
Total (n)	1544	1723	3267	4130	3351	7481	2687	3166	5853	8360	8240	16601

Table A6 Income of Indigenous Persons Aged 15 to 24 by State and Area of State

Part of State/Territory	**Capital City (%)**			**Other Urban (%)**			**Rural (%)**			**Total (%)**		
Age...	*15-19*	*20-24*	*15-24*	*15-19*	*20-24*	*15-24*	*15-19*	*20-24*	*15-24*	*15-19*	*20-24*	*15-24*
Main Source of Income												
South Australia												
Earned income non-CDEP	7	27	17	5	26	14	11	27	19	8	26	17
Earned income CDEP(a)	0	0	0	0	0	0	14	18	16	4	6	5
Government payments	63	73	68	72	69	71	15	54	36	52	66	59
No income	29	0	15	21	4	13	44	0	20	31	1	16
Annual income = $12000	98	65	82	95	53	76	80	46	61	92	56	74
Annual income > $25000	0	10	5	0	21	9	0	0	0	0	9	5
Total (n)	776	757	1533	508	407	915	500	578	1078	1784	1742	3525
Western Australia												
Earned income non-CDEP	7	16	11	13	16	14	3	8	6	8	14	11
Earned income CDEP(a)	0	0	0	6	15	10	35	39	37	13	18	15
Government payments	65	80	72	39	64	51	24	46	35	41	63	52
No income	29	1	15	41	5	24	38	5	22	37	4	21
Annual income = $12000	96	56	76	91	64	78	93	75	84	93	65	79
Annual income > $25000	0	10	5	1	7	4	0	1	1	0	6	3
Total (n)	1322	1339	2661	1965	1704	3669	1439	1413	2852	4726	4456	9182
Tasmania												
Earned income non-CDEP	8	48	31	20	60	41	25	71	39	19	58	38
Earned income CDEP(a)	0	0	0	3	0	2	0	0	0	1	0	1
Government payments	29	43	37	35	41	38	55	27	47	43	38	41
No income	63	9	31	42	0	19	19	2	14	36	4	20
Annual income = $12000	99	37	62	89	40	62	83	24	65	88	36	63
Annual income > $25000	0	18	11	0	16	9	0	11	3	0	16	8
Total (n)	246	361	607	401	480	881	528	224	752	1175	1065	2240
Northern Territory												
Earned income non-CDEP	3	45	24	13	20	17	5	10	8	6	17	12
Earned income CDEP(a)	0	10	5	4	5	5	14	21	18	10	16	13
Government payments	62	45	53	31	73	55	44	59	51	44	60	53
No income	35	0	17	53	2	23	35	10	22	38	7	22
Annual income = $12000	93	51	72	95	74	83	90	74	82	92	71	81
Annual income > $25000	0	4	2	0	10	6	0	2	1	0	5	2
Total (n)	663	668	1331	885	1282	2168	3002	2975	5977	4550	4925	9475
Total Australia (incl ACT)												
Earned income non-CDEP	21	40	31	11	23	17	8	15	12	13	26	19
Earned income CDEP(a)	4	1	2	7	7	7	16	25	20	9	11	10
Government payments	44	48	46	43	67	55	34	50	42	40	56	48
No income	30	10	19	37	2	20	39	9	24	36	7	21
Annual income = $12000	83	43	62	91	59	76	86	65	76	87	56	72
Annual income > $25000	1	18	10	1	12	6	0	5	2	1	11	6
Total (n)	7941	8690	16631	13025	12245	25270	9618	9360	18978	30584	30295	60879

(a) Community Development Employment Projects.

Table A7 Indigenous Persons Aged 15 to 24 Years(a): Labour Force Status by Part of State by Sex and Age, 1994

Sex	**Males**			**Females**			**Persons**		
Ages	*15-19*	*20-24*	*15-24*	*15-19*	*20-24*	*15-24*	*15-19*	*20-24*	*15-24*
Part of State: Capital city									
Employed									
Non-CDEP	75	96	94	100	100	99	87	97	96
CDEP(b)	25	4	6	0	0	1	13	3	4
Total	1139	2388	9534	1008	1347	6581	2147	3734	16115
Unemployed	1432	1288	5915	1225	1366	4602	2657	2654	10518
Unemployment rate (%)	55	35	38	55	50	41	55	42	40
Total Labour Force	2570	3675	15450	2233	2713	11183	4804	6388	26633
Not in Labour Force	1387	549	3840	1750	1753	9459	3137	2302	13300
Participation rate (%)	65	87	80	56	61	54	61	74	67
Total	3958	4224	19290	3983	4466	20642	7941	8690	39932
Part of State: Other urban									
Employed									
Non-CDEP	55	72	76	72	87	85	62	77	80
CDEP(b)	45	28	24	28	13	15	38	23	20
Total	1477	2486	12267	1086	1389	7909	2563	3875	20176
Unemployed	1626	2778	10608	1781	2044	8053	3407	4822	18661
Unemployment rate (%)	52	53	46	62	60	51	57	55	48
Total Labour Force	3103	5264	22875	2867	3433	15962	5970	8697	38837
Not in Labour Force	2996	560	5884	4060	2988	15676	7055	3548	21560
Participation rate (%)	51	90	80	41	54	51	46	71	64
Total	6099	5824	28759	6927	6421	31638	13025	12245	60398
Part of State: Rural									
Employed									
Non-CDEP	39	33	43	32	51	52	36	39	46
CDEP(b)	61	68	57	69	49	48	64	61	54
Total	1557	2552	11714	970	1493	6430	2527	4045	18144
Unemployed	790	1476	5420	402	820	2725	1191	2297	8146
Unemployment rate (%)	34	39	32	29	36	30	32	36	31
Total Labour Force	2347	4028	17134	1371	2313	9156	3719	6342	26290
Not in Labour Force	3103	796	5903	2796	2222	11918	5899	3018	17821
Participation rate (%)	43	84	74	33	51	43	39	68	60
Total	5451	4824	23037	4167	4536	21074	9618	9360	44111
TOTAL									
Employed									
Non-CDEP	54	66	73	69	79	79	60	70	73
CDEP(b)	46	34	30	31	21	21	40	30	27
Total	4173	7426	33516	3064	4229	20920	7236	11654	54436
Unemployed	3848	5542	21944	3408	4231	15381	7256	9773	37324
Unemployment rate (%)	48	43	40	53	50	42	50	46	41
Total Labour Force	8021	12968	55459	6472	8460	36301	14492	21427	91760
Not in Labour Force	7486	1905	15628	8605	6963	37054	16092	8868	52681
Participation rate (%)	52	87	78	43	55	50	47	71	64
Total	15507	14873	71087	15077	15422	73354	30584	30295	144441

(a) Excludes persons in prisons.

(b) Community Development Employment Projects.

Table A8 Indigenous Persons Aged 15 to 24 Years(a): Number of Jobs in the Last 12 Months by Number of Months Work in the Last 12 Months (%)

Period of Time	*< 3 months*	*3 months to < 6 months*	*6 months to < 9 months*	*9 months to < 12 months*	*12 months*	*Not stated*	*Total*
Number of Jobs							
15-19 years							
No jobs	91	0	0	0	0	0	63
One job	7	73	52	94	76	1	23
Two jobs	1	20	46	6	19	0	7
Three or more jobs	0	7	2	0	5	0	1
Not stated	0	0	0	0	0	99	5
Total (n)	21287	1907	2015	581	3129	1666	30584
20-24 years							
No jobs	90	0	0	0	0	0	46
One job	8	69	56	80	83	4	38
Two jobs	1	13	31	18	14	2	9
Three or more jobs	0	18	13	2	2	0	3
Not stated	0	0	0	0	0	94	4
Total (n)	15428	2651	2391	855	7699	1272	30295
15-24 years							
No jobs	91	0	0	0	0	0	50
One job	8	76	65	76	86	6	38
Two jobs	0	0	0	0	0	0	0
Three or more jobs	0	9	7	6	3	1	2
Not stated	0	0	0	0	0	92	3
Total (n)	78870	8769	10608	4391	36736	5068	144441

(a) Excludes persons in prisons.

Table A9 Indigenous Persons Aged 15 to 24 Who Are Employed: Sector of Employment by Part of State by Sex, 1994

Sex	**Males (%)**			**Females (%)**			**Persons (%)**		
Ages	*15-19*	*20-24*	*15-24*	*15-19*	*20-24*	*15-24*	*15-19*	*20-24*	*15-24*
Part of State: Capital city									
Public Sector									
Commonwealth	0	51	37	46	59	57	15	55	47
State/Territory	93	31	47	55	41	43	81	36	45
Local	7	19	15	0	0	0	5	9	8
Total (n)	231	648	879	106	669	776	337	1317	1655
Private Sector									
Community	11	6	8	0	18	8	5	10	8
Other Private	89	94	92	100	82	92	95	90	92
Total (n)	885	1701	2585	902	678	1579	1786	2378	4165
Not stated (n)	23	39	62	0	0	0	23	39	62
Part of State: Other urban									
Public Sector									
Commonwealth	7	7	7	29	25	26	18	17	17
State/Territory	7	25	18	16	55	42	11	41	31
Local	86	68	75	56	20	32	71	42	52
Total (n)	320	552	871	313	634	947	633	1185	1818
Private Sector									
Community	28	25	26	17	38	28	24	28	26
Other Private	72	75	74	83	62	72	76	72	74
Total (n)	1015	1757	2772	706	730	1436	1721	2487	4208
Not stated (n)	142	177	319	66	26	92	208	203	411
Part of State: Rural									
Public Sector									
Commonwealth	9	2	4	3	7	6	6	4	5
State/Territory	34	20	24	50	49	49	41	30	33
Local	57	78	72	47	44	45	53	66	62
Total (n)	479	1250	1729	377	709	1086	856	1960	2815
Private Sector									
Community	51	65	59	66	61	63	56	63	60
Other Private	49	35	41	34	40	37	44	37	40
Total (n)	1069	1293	2362	578	783	1362	1647	2077	3724
Not stated (n)	10	9	18	15	0	15	24	9	33
TOTAL									
Public Sector									
Commonwealth	6	16	13	19	30	27	12	22	19
State/Territory	39	24	28	37	48	45	38	35	36
Local	55	60	59	44	22	28	50	43	45
Total (n)	1029	2450	3480	797	2012	2809	1826	4462	6289
Private Sector									
Community	31	29	30	23	40	31	28	32	30
Other Private	69	71	70	77	60	69	72	68	70
Total (n)	2969	4751	7720	2186	2191	4376	5155	6942	12097
Not stated (n)	174	224	399	81	26	107	256	250	506

Table A10a Indigenous Persons Aged 15 to 24 Who Are Unemployed: Length of Time Unemployed by Sex, Age, Part of State and Level of Educational Attainment: Capital City

Sex	**Males (%)**			**Females (%)**			**Persons (%)**		
Ages	*15-19*	*20-24*	*15-24*	*15-19*	*20-24*	*15-24*	*15-19*	*20-24*	*15-24*
Level of educational attainment									
Still at school									
< 3 months	81	0	81	55	0	55	72	0	72
3 months to < 6 months	2	0	2	12	0	12	5	0	5
6 months to < 9 months	0	0	0	0	0	0	0	0	0
9 months to < 12 months	7	0	7	10	0	10	8	0	8
12 months or more	10	0	10	0	0	0	6	0	6
Not stated	0	0	0	21	0	21	7	0	7
Total (n)	257	0	257	135	0	135	392	0	392
Below year 10									
< 3 months	33	46	40	27	6	12	30	18	23
3 months to < 6 months	18	0	9	6	10	9	12	7	9
6 months to < 9 months	16	9	13	31	3	12	23	5	12
9 months to < 12 months	8	0	4	1	0	0	5	0	2
12 months or more	24	44	34	35	79	65	29	68	53
Not stated	0	0	0	0	2	2	0	2	1
Total (n)	279	261	540	264	568	833	543	829	1372
Year 10									
< 3 months	16	34	26	30	28	30	24	32	28
3 months to < 6 months	42	6	22	12	8	11	26	7	17
6 months to < 9 months	12	13	12	5	0	3	8	8	8
9 months to < 12 months	0	0	0	6	35	18	3	13	8
12 months or more	31	46	40	46	28	39	39	40	39
Not stated	0	0	0	0	0	0	0	0	0
Total (n)	623	786	1410	715	452	1167	1338	1238	2577
Year 12									
< 3 months	12	18	14	0	83	74	11	58	37
3 months to < 6 months	79	24	60	0	0	0	71	9	37
6 months to < 9 months	8	0	5	11	0	1	9	0	4
9 months to < 12 months	0	0	0	0	0	0	0	0	0
12 months or more	0	57	20	85	17	25	9	33	22
Not stated	0	0	0	0	0	0	0	0	0
Total (n)	242	134	376	27	208	235	269	342	611
With post-school educational qualifications									
< 3 months	0	100	77	71	60	64	52	77	70
3 months to < 6 months	100	0	23	0	0	0	27	0	9
6 months to < 9 months	0	0	0	0	0	0	0	0	0
9 months to < 12 months	0	0	0	0	25	15	0	14	9
12 months or more	0	0	0	29	15	20	21	9	12
Not stated	0	0	0	0	0	0	0	0	0
Total (n)	31	106	137	84	138	222	115	244	359
Total (All levels)									
< 3 months	30	40	35	35	30	32	32	35	34
3 months to < 6 months	38	7	23	10	7	8	25	7	16
6 months to < 9 months	9	10	10	10	1	5	10	5	8
9 months to < 12 months	3	0	2	5	14	10	4	7	6
12 months or more	20	43	31	38	46	42	28	45	37
Not stated	0	0	0	2	1	2	1	1	1

Total (n)	1432	1288	2719	1225	1366	2592	2657	2654	5311

Table A10b Indigenous Persons Aged 15 to 24 Who Are Unemployed: Length of Time Unemployed by Sex, Age, Part of State and Level of Educational Attainment: Other Urban

Sex	**Males (%)**			**Females (%)**			**Persons (%)**		
Ages	*15-19*	*20-24*	*15-24*	*15-19*	*20-24*	*15-24*	*15-19*	*20-24*	*15-24*
Level of educational attainment									
Still at school									
< 3 months	35	0	35	47	0	47	43	0	43
3 months to < 6 months	0	0	0	5	0	5	3	0	3
6 months to < 9 months	0	0	0	18	0	18	11	0	11
9 months to < 12 months	65	0	65	4	0	4	27	0	27
12 months or more	0	0	0	8	0	8	5	0	5
Not stated	0	0	0	17	0	17	11	0	11
Total (n)	116	0	116	189	0	189	305	0	305
Below year 10									
< 3 months	27	11	18	23	15	19	25	12	19
3 months to < 6 months	45	12	27	13	1	7	31	8	19
6 months to < 9 months	0	9	5	1	2	2	1	6	4
9 months to < 12 months	5	5	5	6	2	4	6	4	5
12 months or more	21	64	45	54	80	66	36	70	53
Not stated	1	0	0	3	0	2	2	0	1
Total (n)	788	951	1739	656	591	1247	1444	1542	2986
Year 10									
< 3 months	27	19	22	18	12	15	22	16	19
3 months to < 6 months	20	10	14	9	8	8	14	9	11
6 months to < 9 months	9	20	16	7	4	5	8	13	11
9 months to < 12 months	9	12	11	7	4	6	8	8	8
12 months or more	34	39	37	59	70	64	48	53	51
Not stated	0	0	0	0	10	10	0	10	10
Total (n)	527	763	1290	686	669	1355	1213	1433	2646
Year 12									
< 3 months	11	46	40	44	9	17	29	28	28
3 months to < 6 months	89	9	22	0	8	7	39	9	14
6 months to < 9 months	0	0	0	27	12	15	15	6	7
9 months to < 12 months	0	3	3	0	9	7	0	6	5
12 months or more	0	42	35	28	60	54	16	51	44
Not stated	0	0	0	0	2	2	0	1	1
Total (n)	95	500	595	122	474	596	217	974	1190
With post-school educational qualifications									
< 3 months	36	35	35	17	9	12	26	26	26
3 months to < 6 months	11	9	9	63	28	38	40	16	21
6 months to < 9 months	7	5	6	0	1	1	3	4	4
9 months to < 12 months	36	23	25	3	41	30	17	30	27
12 months or more	11	26	24	16	21	20	14	25	22
Not stated	0	0	0	0	0	0	0	0	0
Total (n)	101	564	665	128	309	438	229	874	1103
Total (All levels)									
< 3 months	27	24	25	25	12	18	26	19	22
3 months to < 6 months	35	10	19	13	9	11	23	10	15
6 months to < 9 months	3	10	7	7	5	6	5	8	7
9 months to < 12 months	12	10	11	6	10	8	9	10	10
12 months or more	22	45	37	46	63	55	35	53	45
Not stated	0	0	0	3	1	2	2	0	1
Total (n)	1626	2778	4404	1781	2044	3825	3407	4822	8230

Table A10c Indigenous Persons Aged 15 to 24 Who Are Unemployed: Length of Time Unemployed by Sex, Age, Part of State and Level of Educational Attainment: Rural

Sex	**Males (%)**			**Females (%)**			**Persons (%)**		
Ages	*15-19*	*20-24*	*15-24*	*15-19*	*20-24*	*15-24*	*15-19*	*20-24*	*15-24*
Level of educational attainment									
Still at school									
< 3 months	0	0	0	0	0	0	0	0	0
3 months to < 6 months	0	0	0	0	0	0	0	0	0
6 months to < 9 months	0	0	0	0	0	0	0	0	0
9 months to < 12 months	0	0	0	0	0	0	0	0	0
12 months or more	0	0	0	0	0	0	0	0	0
Not stated	0	0	0	0	0	0	0	0	0
Total (n)	0	0	0	0	0	0	0	0	0
Below year 10									
< 3 months	16	16	16	43	28	33	23	18	20
3 months to < 6 months	9	12	11	0	0	0	7	9	8
6 months to < 9 months	15	3	7	0	0	0	11	2	5
9 months to < 12 months	4	5	5	0	0	0	3	4	4
12 months or more	57	56	56	57	69	65	57	59	58
Not stated	0	8	5	0	4	2	0	7	5
Total (n)	299	663	962	103	197	300	402	860	1262
Year 10									
< 3 months	16	7	11	37	25	29	24	16	19
3 months to < 6 months	23	17	20	7	9	8	17	13	15
6 months to < 9 months	23	9	15	16	9	11	20	9	13
9 months to < 12 months	15	15	15	0	13	8	9	14	12
12 months or more	23	51	39	40	44	42	30	48	41
Not stated	0	0	0	0	0	0	0	0	0
Total (n)	344	457	801	220	416	636	564	874	1437
Year 12									
< 3 months	10	86	47	21	26	24	13	60	38
3 months to < 6 months	74	0	39	0	27	17	51	12	30
6 months to < 9 months	15	0	8	18	0	7	16	0	7
9 months to < 12 months	0	0	0	0	0	0	0	0	0
12 months or more	0	14	7	63	47	53	20	29	25
Not stated	0	0	0	0	0	0	0	0	0
Total (n)	147	136	282	68	106	174	215	242	457
With post-school educational qualifications									
< 3 months	0	0	0	100	17	25	100	5	8
3 months to < 6 months	0	84	84	0	17	15	0	63	61
6 months to < 9 months	0	5	5	0	0	0	0	3	3
9 months to < 12 months	0	0	0	0	23	21	0	7	7
12 months or more	0	11	11	0	44	39	0	21	21
Not stated	0	0	0	0	0	0	0	0	0
Total (n)	0	220	220	11	101	112	11	321	332
Total (All levels)									
< 3 months	15	17	16	37	25	29	23	20	21
3 months to < 6 months	27	23	25	4	10	8	19	19	19
6 months to < 9 months	18	5	10	12	4	7	16	5	9
9 months to < 12 months	8	7	8	0	9	6	5	8	7
12 months or more	32	44	40	47	50	49	37	46	43
Not stated	0	3	2	0	1	1	0	2	2

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Total (n)	790	1476	2266	402	820	1222	1191	2297	3488

Table A10d Indigenous Persons Aged 15 to 24 Who Are Unemployed: Length of Time Unemployed by Sex, Age, Part of State and Level of Educational Attainment: All Areas

Sex	**Males (%)**			**Females (%)**			**Persons (%)**		
Ages	*15-19*	*20-24*	*15-24*	*15-19*	*20-24*	*15-24*	*15-19*	*20-24*	*15-24*
Level of educational attainment									
Still at school									
< 3 months	67	0	67	51	0	51	59	0	59
3 months to < 6 months	1	0	1	8	0	8	4	0	4
6 months to < 9 months	0	0	0	10	0	10	5	0	5
9 months to < 12 months	25	0	25	6	0	6	16	0	16
12 months or more	7	0	7	5	0	5	6	0	6
Not stated	0	0	0	19	0	19	9	0	9
Total (n)	373	0	373	324	0	324	697	0	697
Below year 10									
< 3 months	26	17	21	26	13	19	26	15	20
3 months to < 6 months	32	10	19	10	5	7	22	8	14
6 months to < 9 months	6	7	7	9	2	5	7	5	6
9 months to < 12 months	6	5	5	4	1	2	5	3	4
12 months or more	30	58	46	49	78	65	38	66	54
Not stated	0	3	2	2	2	2	1	2	2
Total (n)	1366	1875	3240	1023	1356	2380	2389	3231	5620
Year 10									
< 3 months	20	22	21	26	21	23	23	22	22
3 months to < 6 months	30	10	19	10	8	9	20	9	14
6 months to < 9 months	13	15	14	7	4	6	10	10	10
9 months to < 12 months	7	8	7	6	16	11	6	11	9
12 months or more	30	45	38	51	51	51	41	47	44
Not stated	0	0	0	0	1	0	0	0	0
Total (n)	1494	2007	3501	1621	1538	3159	3115	3544	6660
Year 12									
< 3 months	11	48	34	31	31	31	17	40	33
3 months to < 6 months	80	10	37	0	8	7	55	9	24
6 months to < 9 months	9	0	3	22	7	10	13	4	7
9 months to < 12 months	0	2	1	0	5	4	0	4	3
12 months or more	0	40	24	46	47	47	14	43	34
Not stated	0	0	0	0	1	1	0	1	0
Total (n)	483	770	1253	217	789	1005	700	1559	2258
With post-school educational qualifications									
< 3 months	27	34	34	42	23	29	37	30	31
3 months to < 6 months	32	27	27	36	19	24	35	23	26
6 months to < 9 months	5	5	5	0	1	1	2	3	3
9 months to < 12 months	27	15	16	2	33	24	11	22	20
12 months or more	8	19	18	20	24	23	15	21	20
Not stated	0	0	0	0	0	0	0	0	0
Total (n)	132	890	1022	223	549	772	355	1439	1794
Total (All levels)									
< 3 months	26	26	26	30	20	25	28	24	25
3 months to < 6 months	34	13	22	11	9	10	23	11	16
6 months to < 9 months	9	8	9	9	4	6	9	6	7
9 months to < 12 months	8	7	7	5	11	8	6	9	8
12 months or more	23	45	36	44	55	50	33	49	42
Not stated	0	1	1	2	1	2	1	1	1

Total (n)	3848	5542	9390	3408	4231	7639	7256	9773	17028

Table A11 Indigenous Persons Aged 15 to 24 Who Are Unemployed: Whether Looking for Full-Time or Part-Time Work and Main Difficulty in Finding A Job by Part of State and Sex

Sex	**Males (%)**			**Females (%)**			**Persons (%)**		
Age	*15-19*	*20-24*	*15-24*	*15-19*	*20-24*	*15-24*	*15-19*	*20-24*	*15-24*
Part of State: Capital city									
Whether looking for full-time or part-time work									
Not applicable	0	0	0	0	0	0	0	0	0
Full-time	74	99	86	78	50	63	76	74	75
Part-time	26	1	14	22	50	37	24	26	25
Not stated	0	0	0	0	0	0	0	0	0
Total (n)	1432	1288	2719	1225	1366	2592	2657	2654	5311
Main difficulty in finding a job									
Not applicable	0	0	0	0	0	0	0	0	0
Transport problems or too far to travel	27	38	32	28	33	31	28	36	32
No jobs at all	1	12	6	13	4	8	7	8	7
No jobs in local area or line of work	28	3	16	3	14	9	16	9	13
Insufficient education/training/skills	14	28	21	17	15	16	16	21	18
Own ill health or disability	4	1	3	0	0	0	2	0	1
Racial discrimination	0	5	2	0	5	2	0	5	2
Childcare	0	0	0	4	2	3	2	1	1
Other difficulty	7	9	8	1	0	1	4	4	4
No difficulty	19	4	12	32	25	28	25	15	20
Not stated	0	0	0	2	3	2	1	1	1
Total (n)	1432	1288	2719	1225	1366	2592	2657	2654	5311
Part of State: Other urban									
Whether looking for full-time or part-time work									
Not applicable	0	0	0	0	0	0	0	0	0
Full-time	80	95	89	60	65	63	69	82	77
Part-time	20	5	10	39	34	37	30	17	23
Not stated	0	0	0	1	1	1	1	0	0
Total (n)	1626	2778	4404	1781	2044	3825	3407	4822	8230
Main difficulty in finding a job									
Not applicable	0	0	0	0	0	0	0	0	0
Transport problems or too far to travel	16	18	17	24	16	20	20	17	19
No jobs at all	12	23	19	19	16	17	15	20	18
No jobs in local area or line of work	28	22	24	4	22	14	15	22	19
Insufficient education/training/skills	29	17	21	19	21	20	24	18	21
Own ill health or disability	0	0	0	2	1	1	1	0	1
Racial discrimination	4	7	6	3	1	2	4	4	4
Childcare	0	1	1	8	5	6	4	3	3
Other difficulty	1	1	1	8	5	6	4	3	3
No difficulty	11	11	11	14	12	13	12	11	12
Not stated	0	1	0	0	1	0	0	1	0
Total (n)	1626	2778	4404	1781	2044	3825	3407	4822	8230

Table A11 Indigenous Persons Aged 15 to 24 Who Are Unemployed: Whether Looking for Full-Time or Part-Time Work and Main Difficulty in Finding A Job by Part of State and Sex (Continued)

Sex	Males (%)			Females (%)			Persons (%)		
Age	*15-19*	*20-24*	*15-24*	*15-19*	*20-24*	*15-24*	*15-19*	*20-24*	*15-24*
Part of State: Rural									
Whether looking for full-time or part-time work									
Not applicable	0	0	0	0	0	0	0	0	0
Full-time	79	88	85	64	62	63	74	79	77
Part-time	21	12	15	36	37	37	26	21	23
Not stated	0	0	0	0	1	1	0	0	0
Total (n)	790	1476	2266	402	820	1222	1191	2297	3488
Main difficulty in finding a job									
Not applicable	0	0	0	0	0	0	0	0	0
Transport problems or too far to travel	12	23	19	20	22	21	15	22	20
No jobs at all	24	34	31	47	31	36	32	33	33
No jobs in local area or line of work	18	33	28	17	25	22	18	30	26
Insufficient education/training/skills	21	0	7	0	5	3	14	2	6
Own ill health or disability	0	0	0	0	0	0	0	0	0
Racial discrimination	0	0	0	0	11	7	0	4	3
Childcare	0	0	0	0	0	0	0	0	0
Other difficulty	2	0	1	0	0	0	1	0	0
No difficulty	22	10	14	16	6	9	20	8	12
Not stated	0	0	0	0	1	1	0	0	0
Total (n)	790	1476	2266	402	820	1222	1191	2297	3488

Table A12 Indigenous Persons Aged 15 to 24 Years(a): Sex, Part of State and Mean Annual Income by Main Source of Income, 1994

	Main source of income						
	Earned Income non-CDEF	*Earned Income CDEP (b)*	*Govt payments*	*All income recipients*	*No income*	*Not stated*	*Total (n)*
Sex							
Males (%)	22	14	40	77	22	1	30379
Females (%)	16	6	56	78	21	1	30499
Persons (%)	19	10	48	77	21	1	60879
Part of State							
Capital city (%)	31	2	46	80	19	1	16631
Other urban (%)	17	7	55	79	20	1	25270
Rural (%)	12	20	42	74	24	2	18978
Annual personal income ($)							
0-12000 (%)	6	9	56	70	30	0	43755
12001-20000 (%)	37	18	46	100	0	0	10195
20001 or more (%)	90	4	6	100	0	0	6162
Not stated (%)	0	0	0	0	0	100	767
Mean annual income ($)							
Males (%)	20713	11167	6850	11676	0	0	11676
Females (%)	18436	10538	8616	10769	0	0	10769
Persons (%)	19763	10989	7879	11220	0	0	11220

(a) Excludes persons in prisons.

(b) Community Development Employment Projects.

Table A13 Indigenous Persons Who are Non-Prisoners and Aged 15-29: Main Field of Qualification by Labour Force Status by Sex of Person by Age of Person, 1994

	Males (%)			Females (%)			Persons (%)		
Ages...	*15-19*	*20-24*	*15-29*	*15-19*	*20-24*	*15-29*	*15-19*	*20-24*	*15-29*
With post-school educational qualifications:									
Bachelor Degree									
Employed full-time									
CDEP	0	0	0	0	0	0	0	0	0
Non-CDEP	0	100	100	0	100	100	0	100	100
Total full-time (n)	0	106	141	0	366	450	0	472	591
Employed part-time									
CDEP	0	0	0	0	0	0	0	0	0
Non-CDEP	0	0	0	0	100	100	0	100	100
Total part-time (n)	0	0	0	0	95	95	0	95	95
Employed full or part-time not stated									
CDEP	0	0	0	0	0	0	0	0	0
Non-CDEP	0	0	0	0	0	0	0	0	0
Total full or part-time not stated (n)	0	0	0	0	0	0	0	0	0
Total employed									
CDEP	0	0	0	0	0	0	0	0	0
Non-CDEP	0	79	84	0	84	86	0	83	86
Unemployed	0	0	0	0	6	5	0	5	4
Not in the labour force	0	21	17	0	9	8	0	12	10
Total (n)	0	134	168	0	546	631	0	680	799
With post-school educational qualifications:									
Diploma									
Employed full-time									
CDEP	100	36	7	0	0	25	100	11	13
Non-CDEP	0	67	93	0	100	75	0	89	87
Total full-time (n)	11	45	372	0	97	179	11	143	550
Employed part-time									
CDEP	0	0	0	0	0	0	0	0	0
Non-CDEP	0	100	100	0	100	100	0	100	100
Total part-time (n)	0	8	8	0	25	53	0	32	60
Employed full or part-time not stated									
CDEP	0	0	11	0	0	0	0	0	11
Non-CDEP	0	100	89	0	0	0	0	100	89
Total full or part-time not stated (n)	0	103	116	0	0	0	0	103	116
Total employed									
CDEP	100	9	8	0	0	6	15	4	7
Non-CDEP	0	80	88	0	46	26	0	60	52
Unemployed	0	11	5	100	15	26	85	13	17
Not in the labour force	0	0	0	0	39	41	0	23	24
Total (n)	11	176	520	60	263	705	71	438	1226
With post-school educational qualifications:									
Skilled vocational qualification									
Employed full-time									
CDEP	0	2	1	0	0	0	0	2	1
Non-CDEP	100	98	99	0	0	100	100	98	99
Total full-time (n)	12	862	1781	0	0	158	12	862	1940

Table A13 Indigenous Persons Who are Non-Prisoners and Aged 15-29: Main Field of Qualification by Labour Force Status by Sex of Person by Age of Person, 1994 (Continued)

	Males (%)			Females (%)			Persons (%)		
Ages...	*15-19*	*20-24*	*15-29*	*15-19*	*20-24*	*15-29*	*15-19*	*20-24*	*15-29*
Skilled vocational qualification (cont)									
Employed part-time									
CDEP	0	0	0	0	0	0	0	0	0
Non-CDEP	0	0	100	0	100	100	0	100	100
Total part-time (n)	0	0	35	0	9	9	0	9	44
Employed full or part-time not stated									
CDEP	0	0	0	0	0	0	0	0	0
Non-CDEP	0	0	0	0	0	0	0	0	0
Total full or part-time not stated (n)	0	0	0	0	0	0	0	0	0
Total employed									
CDEP	0	1	0	0	0	0	0	1	0
Non-CDEP	20	70	69	0	18	46	13	68	66
Unemployed	43	29	26	84	29	16	57	29	25
Not in the labour force	38	0	4	16	55	38	30	3	8
Total (n)	61	1215	2605	31	51	360	92	1267	2965
With post-school educational qualifications:									
Basic vocational qualification									
Employed full-time									
CDEP	0	2	1	0	0	0	0	1	0
Non-CDEP	100	98	99	100	100	100	100	99	100
Total full-time (n)	170	155	591	10	378	699	180	534	1290
Employed part-time									
CDEP	0	0	0	0	0	0	0	0	0
Non-CDEP	0	100	100	100	100	100	100	100	100
Total part-time (n)	0	15	46	41	302	466	41	317	512
Employed full or part-time not stated									
CDEP	0	0	0	0	0	0	0	0	0
Non-CDEP	0	100	100	0	0	0	0	100	100
Total full or part-time not stated (n)	0	9	9	0	0	0	0	9	9
Total employed									
CDEP	0	1	0	0	0	0	0	0	0
Non-CDEP	77	41	49	30	54	48	56	51	49
Unemployed	24	49	44	56	21	23	38	28	31
Not in the labour force	0	9	6	13	24	29	6	20	21
Total (n)	222	426	1305	171	1252	2410	393	1678	3715
With post-school educational qualifications:									
Inadequately described									
Employed full-time									
CDEP	0	0	11	100	0	7	53	0	9
Non-CDEP	100	100	89	0	100	93	47	100	91
Total full-time (n)	14	257	676	16	91	473	30	347	1149
Employed part-time									
CDEP	0	0	0	0	0	0	0	0	0
Non-CDEP	100	100	100	0	100	100	100	100	100
Total part-time (n)	13	59	84	0	12	186	13	71	270
Employed full or part-time not stated									
CDEP	0	0	0	0	0	0	0	0	0
Non-CDEP	100	0	100	0	0	0	100	0	100
Total full or part-time not stated (n)	18	0	18	0	0	0	18	0	18

Table A13 Indigenous Persons Who are Non-Prisoners and Aged 15-29: Main Field of Qualification by Labour Force Status by Sex of Person by Age of Person, 1994 (Continued)

	Males (%)			Females (%)			Persons (%)		
Ages...	*15-19*	*20-24*	*15-29*	*15-19*	*20-24*	*15-29*	*15-19*	*20-24*	*15-29*
Inadequately described (cont)									
Total employed									
CDEP	0	0	4	23	0	3	7	0	3
Non-CDEP	28	38	38	0	24	50	19	33	43
Unemployed	33	37	39	58	44	23	41	40	33
Not in the labour force	39	25	19	19	33	24	32	28	21
Total (n)	161	840	1849	69	435	1258	231	1275	3107
With post-school educational qualifications:									
All									
Employed full-time									
CDEP	5	2	3	62	0	4	12	1	3
Non-CDEP	95	98	97	38	100	96	88	99	97
Total full-time (n)	207	1425	3561	26	932	1959	233	2357	5520
Employed part-time									
CDEP	0	0	0	0	0	0	0	0	0
Non-CDEP	100	100	100	100	100	100	100	100	100
Total part-time (n)	13	81	172	41	442	808	54	524	980
Employed full or part-time not stated									
CDEP	0	0	9	0	0	0	0	0	9
Non-CDEP	100	100	91	0	0	0	100	100	91
Total full or part-time not stated (n)	18	112	143	0	0	0	18	112	143
Total employed									
CDEP	2	1	2	5	0	1	3	1	2
Non-CDEP	50	57	58	15	54	50	35	55	55
Unemployed	29	32	31	67	22	21	45	27	26
Not in the labour force	19	10	9	12	25	27	16	17	17
Total (n)	456	2790	6449	332	2547	5364	787	5338	11813
TOTAL:									
Employed full-time									
CDEP	14	9	9	8	3	6	12	7	8
Non-CDEP	86	91	91	92	97	94	88	93	92
Total full-time (n)	3439	6582	16187	1766	3228	7415	5204	9809	23602
Employed part-time									
CDEP	0	0	0	0	0	0	0	0	0
Non-CDEP	100	100	100	100	100	3723	100	100	100
Total part-time (n)	716	652	1942	1268	1001	3723	1984	1652	5666
Employed full or part-time not stated									
CDEP	0	0	5	70	0	12	44	0	8
Non-CDEP	100	100	95	30	0	89	56	100	92
Total full or part-time not stated (n)	18	193	238	30	0	177	48	193	416
Total employed									
CDEP	3	4	3	1	1	1	2	2	2
Non-CDEP	24	46	39	19	27	25	22	36	32
Unemployed	25	37	33	23	27	24	24	32	29
Not in the labour force	48	13	25	57	45	51	53	29	38
Total (n)	15507	14873	43744	15077	15422	44248	30584	30295	87992

Table A14 Indigenous Persons Who are Non-prisoners and Aged 15-29: Sex of Person by Age of Person by Main Field of Qualification by Main Source of Income, 1994

Main Source of Income... Main field of qualification	*Earned income Non-CDEP*	*Earned income CDEP (b)*	*Govt pay-ments*	*All income recip-ients*	*No income*	*Not stated*	*Total*
Males Aged 15-19							
With post-school educational qualifications							
Postgraduate (%)	0	0	0	0	0	0	0
Bachelor Degree (%)	0	0	0	0	0	0	0
Diploma (%)	0	100	0	100	0	0	11
Skilled vocational qualification (%)	10	10	48	67	33	0	61
Basic vocational qualification (%)	53	24	19	95	5	0	222
Inadequately described (%)	19	9	72	100	0	0	161
Total	34	18	41	93	7	0	456
Total (n)	2193	1868	5512	9573	5625	309	15507
Males Aged 20-24							
With post-school educational qualifications							
Postgraduate (%)	0	0	0	0	0	0	0
Bachelor Degree (%)	79	0	21	100	0	0	134
Diploma (%)	65	23	11	100	0	0	176
Skilled vocational qualification (%)	63	8	20	91	9	0	1215
Basic vocational qualification (%)	41	1	58	100	0	0	426
Inadequately described (%)	21	6	51	79	21	0	840
Total	48	7	35	90	10	0	2790
Total (n)	4614	2457	6779	13849	926	98	14873
Males Aged 15-29							
With post-school educational qualifications							
Postgraduate (%)	0	0	0	0	0	0	0
Bachelor Degree (%)	84	0	17	100	0	0	168
Diploma (%)	83	13	5	100	0	0	520
Skilled vocational qualification (%)	63	5	23	91	9	0	2605
Basic vocational qualification (%)	39	10	50	99	1	0	1305
Inadequately described (%)	24	13	49	86	13	1	1849
Total	49	9	34	92	8	0	6449
Total (n)	11426	6055	18560	36042	7112	590	43744
Females Aged 15-19							
With post-school educational qualifications							
Postgraduate (%)	0	0	0	0	0	0	0
Bachelor Degree (%)	0	0	0	0	0	0	0
Diploma (%)	0	0	100	100	0	0	60
Skilled vocational qualification (%)	0	0	100	100	0	0	31
Basic vocational qualification (%)	14	0	81	95	5	0	171
Inadequately described (%)	0	23	48	71	29	0	69
Total	7	5	79	91	9	0	332
Total (n)	1709	854	6844	9406	5376	295	15077

Table A14 Indigenous Persons Who are Non-Prisoners and Aged 15-29: Sex of Person by Age of Person by Main Field of Qualification by Main Source of Income, 1994 (Continued)

Main Source of Income... Main field of qualification	*Earned income Non-CDEP*	*Earned income CDEP (b)*	*Govt payments*	*All income recipients*	*No income*	*Not stated*	*Total*
Females Aged 20-24							
With post-school educational qualifications							
Postgraduate (%)	0	0	0	0	0	0	0
Bachelor Degree (%)	75	0	25	100	0	0	546
Diploma (%)	46	0	54	100	0	0	263
Skilled vocational qualification (%)	18	0	84	100	0	0	51
Basic vocational qualification (%)	48	3	47	98	0	2	1252
Inadequately described (%)	9	10	78	97	1	3	435
Total	46	3	49	99	0	1	2547
Total(n)	3159	849	10305	14313	1044	66	15422
Females Aged 15-29							
With post-school educational qualifications							
Postgraduate (%)	0	0	0	0	0	0	0
Bachelor Degree (%)	78	0	22	100	0	0	631
Diploma (%)	26	6	51	84	3	13	705
Skilled vocational qualification (%)	46	0	54	100	0	0	360
Basic vocational qualification (%)	43	2	51	96	2	1	2410
Inadequately described (%)	41	7	49	97	2	1	1258
Total	45	3	48	96	2	3	5364
Total (n)	7647	2369	26712	36728	6884	636	44248
Total Aged 15-19							
With post-school educational qualifications							
Postgraduate (%)	0	0	0	0	0	0	0
Bachelor Degree (%)	0	0	0	0	0	0	0
Diploma (%)	0	15	85	100	0	0	71
Skilled vocational qualification (%)	7	7	65	78	22	0	92
Basic vocational qualification (%)	36	13	46	95	5	0	393
Inadequately described (%)	13	13	65	91	9	0	231
Total	23	13	57	92	8	0	787
Total (n)	3901	2722	12356	18979	11001	604	30584
Total Aged 20-24							
With post-school educational qualifications							
Postgraduate (%)	0	0	0	0	0	0	0
Bachelor Degree (%)	75	0	25	100	0	0	680
Diploma (%)	54	9	37	100	0	0	438
Skilled vocational qualification (%)	61	8	23	92	8	0	1267
Basic vocational qualification (%)	46	3	50	99	0	1	1678
Inadequately described (%)	17	8	60	85	14	1	1275
Total	47	5	42	94	5	1	5338
Total (n)	26	11	56	93	7	1	30295
Total Aged 15-29							
With post-school educational qualifications							
Postgraduate (%)	0	0	0	0	0	0	0
Bachelor Degree (%)	79	0	21	100	0	0	799
Diploma (%)	50	9	31	91	2	7	1226
Skilled vocational qualification (%)	61	4	27	92	8	0	2965
Basic vocational qualification (%)	42	5	51	97	2	1	3715
Inadequately described (%)	31	10	49	90	9	1	3107
Total	47	6	40	94	5	1	11813
Total (n)	19073	8425	45272	72770	13995	1227	87992

(b) Community Development Employment Projects

Table A15 Field of Study for Indigenous and Non-Indigenous Students in Vocational Education and Training, 1996, by State, Region and Sex - 15 to 19 Year-olds

Location . . .	*Aust.*		*Capital city*		*Other urban*		*Rural-remote*		*NSW*		*Vic.*	
Indigenous . . .	*Ind.*	*Non-I*	*Ind.*	*Non-I*	*Ind.*	*Non-I*	*Ind.*	*Non-I*	*Ind.*	*Non-I*	*Ind.*	*Non-I*
15 to 19 year-olds	%	%	%	%	%	%	%	%	%	%	%	%
Males												
Land & Marine Res., An. Hus	12	6	7	4	9	5	15	10	7	5	12	7
Architecture, building	9	14	12	15	7	13	9	12	11	14	10	17
Arts, Hum., Soc Sci	7	3	8	4	11	3	5	2	3	2	24	4
Business, Admin., Economics	7	11	9	13	7	9	7	7	5	9	10	12
Education	1	0	1	0	3	1	1	0	0	0	0	0
Engineering, Surveying	16	33	16	32	15	35	16	35	25	39	16	32
Health, Community Services	3	2	3	2	2	2	4	2	4	2	5	2
Law, Legal Studies	0	0	0	0	0	0	0	0	0	0	0	0
Science	1	3	2	3	2	6	1	2	3	5	1	1
Vet. science, Animal care	0	0	0	0	0	0	0	0	0	0	0	0
Services, Hospitality, Transp.	8	11	8	10	8	11	8	12	[illegible]	11	10	13
TAFE Multi-Field Educat'n	34	16	34	15	37	15	34	17	35	13	13	13
Total	100	100	100	100	100	100	100	100	100	100	100	100
n=	6422	170502	1923	98356	696	15248	3716	56460	1738	53791	531	38201
Females												
Land & Marine Res., An. Hus	4	3	3	2	4	3	4	4	2	2	3	4
Architecture, building	1	1	1	1	1	1	2	1	1	1	4	2
Arts, Hum., Soc Sci	9	7	8	8	11	7	8	5	6	5	29	7
Business, Admin., Economics	22	29	27	31	12	25	20	28	20	31	24	28
Education	2	0	1	0	2	0	2	0	0	0	0	0
Engineering, Surveying	2	2	2	2	3	2	2	2	3	2	2	3
Health, Community Services	8	12	7	11	9	14	9	13	12	13	8	8
Law, Legal Studies	0	1	1	1	1	1	0	0	0	0	0	1
Science	1	3	1	3	2	5	1	3	2	5	4	2
Vet. science, Animal care	0	1	0	1	0	0	0	1	0	1	1	0
Services, Hospitality, Transp.	13	24	13	24	13	24	14	25	15	23	11	25
TAFE Multi-Field Educat'n	37	16	35	15	42	16	38	18	38	17	13	20
Total	100	100	100	100	100	100	100	100	100	100	100	100
n=	5314	121481	1469	71131	544	11709	3272	38213	1511	43420	296	22211
Persons												
Land & Marine Res., An. Hus	8	5	5	3	7	4	10	8	5	4	9	5
Architecture, building	6	8	7	9	5	8	5	8	6	8	8	11
Arts, Hum., Soc Sci	8	5	8	6	11	5	7	3	4	3	26	5
Business, Admin., Economics	14	19	17	21	9	16	13	15	12	19	15	18
Education	1	0	1	0	2	1	1	0	0	0	0	0
Engineering, Surveying	10	20	10	20	10	21	10	22	15	23	11	22
Health, Community Services	6	6	5	6	5	7	6	7	8	7	6	4
Law, Legal Studies	0	0	0	0	0	1	0	0	0	0	0	0
Science	1	3	1	3	2	5	1	2	3	5	2	2
Vet. science, Animal care	0	0	0	0	0	0	0	0	0	0	0	0
Services, Hospitality, Transp.	10	17	10	16	10	17	11	17	10	16	10	17
TAFE Multi-Field Educat'n	36	16	35	15	39	16	36	17	36	15	13	15
Total	100	100	100	100	100	100	100	100	100	100	100	100
n=	11741	292041	3393	169526	1243	26965	6989	94683	3253	97247	827	60419

See *Notes to Tables*

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Table A15 Field of Study for Indigenous and Non-Indigenous Students in Vocational Education and Training, 1996 by State, Region and Sex - 15-19 Year-olds (cont.)

Location . . .	*Qld*		*SA*		*WA*		*Tas*		*NT*		*ACT*	
Indigenous . . .	*Ind*	*Non-I*	*Ind*	*Non-I*	*Ind*	*Non-I*	*Ind*	*Non-I*	*Ind*	*Non-I*	*Ind*	*Non-I*
15 to 19 year-olds	%	%	%	%	%	%	%	%	%	%	%	%
Males												
Land & Marine Res., An. Hus	14	6	10	4	9	7	27	17	11	10	28	10
Architecture, building	9	11	8	16	4	15	6	11	15	9	9	14
Arts, Hum., Soc Sci	7	4	10	4	1	2	3	2	10	6	6	5
Business, Admin., Economics	10	14	4	7	7	11	2	4	9	14	18	11
Education	2	1	1	0	1	1	1	0	1	2	0	0
Engineering, Surveying	9	24	25	45	11	33	22	35	7	23	9	27
Health, Community Services	3	4	1	2	1	1	3	2	5	5	3	1
Law, Legal Studies	0	1	0	0	0	0	0	0	0	1	0	0
Science	0	2	2	7	0	3	0	2	1	1	0	2
Vet. science, Animal care	0	0	0	0	1	0	0	0	0	0	0	1
Services, Hospitality, Transp.	7	9	5	9	4	9	30	22	7	13	11	22
TAFE Multi-Field Educat'n	39	25	35	6	61	18	6	5	35	18	15	8
Total	100	100	100	100	100	100	100	100	100	100	100	100
n=	2047	47922	572	13243	424	8586	357	5411	688	1189	65	2159
Females												
Land & Marine Res., An. Hus	5	2	4	3	3	2	7	4	5	8	8	5
Architecture, building	1	1	1	1	1	1	4	1	2	1	0	3
Arts, Hum., Soc Sci	10	9	9	11	2	6	11	3	5	6	8	11
Business, Admin., Economics	19	29	17	26	23	33	24	21	34	31	16	22
Education	3	1	2	0	1	2	2	0	3	2	0	0
Engineering, Surveying	2	2	2	3	1	2	11	3	1	1	0	1
Health, Community Services	6	11	5	18	4	12	6	20	14	6	16	12
Law, Legal Studies	1	1	1	0	0	1	0	0	1	0	0	0
Science	0	1	3	6	0	2	0	1	0	0	0	1
Vet. science, Animal care	0	0	0	1	0	1	0	0	0	0	2	1
Services, Hospitality, Transp.	18	24	7	21	4	21	30	42	8	34	16	34
TAFE Multi-Field Educat'n	36	18	50	8	60	17	6	4	29	9	34	10
Total	100	100	100	100	100	100	100	100	100	100	100	100
n=	1573	34360	579	8460	543	5988	218	4274	544	1024	50	1744
Persons												
Land & Marine Res., An. Hus	10	4	7	4	6	5	19	12	8	9	19	8
Architecture, building	5	7	4	10	2	10	5	6	9	5	5	9
Arts, Hum., Soc Sci	9	6	9	7	2	4	6	2	8	6	7	8
Business, Admin., Economics	14	20	11	14	16	20	10	12	20	22	17	16
Education	3	1	1	0	1	1	1	0	2	2	0	0
Engineering, Surveying	6	15	13	29	5	20	18	21	4	13	5	15
Health, Community Services	4	7	3	8	3	6	4	10	9	6	9	6
Law, Legal Studies	0	1	0	0	0	0	0	0	0	0	0	0
Science	0	1	3	6	0	2	0	1	0	1	0	2
Vet. science, Animal care	0	0	0	1	0	0	0	0	0	0	1	1
Services, Hospitality, Transp.	11	15	6	14	4	14	30	31	7	23	13	27
TAFE Multi-Field Educat'n	37	22	42	7	61	18	6	5	32	14	23	9
Total	100	100	100	100	100	100	100	100	100	100	100	100
n=	3621	82288	1151	21712	967	14574	575	9685	1232	2213	115	3903

See *Notes to Tables*

Table A16 Field of Study for Indigenous and Non-Indigenous Students in Vocational Education and Training, 1996, by State, Region and Sex - 20 to 24 Year-olds

Location . . .	*Aust.*		*Capital city*		*Other urban*		*Rural-remote*		*NSW*		*Vic.*	
Indigenous . . .	*Ind.*	*Non-I*	*Ind.*	*Non-I*	*Ind.*	*Non-I*	*Ind.*	*Non-I*	*Ind.*	*Non-I*	*Ind*	*Non-I*
20 to 24 year-olds	%	%	%	%	%	%	%	%	%	%	%	%
Males												
Land & Marine Res., An. Hus	9	5	7	4	6	5	11	10	8	5	15	6
Architecture. building	10	14	11	15	8	13	10	13	8	15	11	14
Arts, Hum., Soc Sci	8	4	8	4	11	3	8	2	5	4	14	4
Business, Admin., Economics	8	15	9	18	8	12	7	10	6	14	12	17
Education	1	0	0	0	5	1	1	1	1	0	1	0
Engineering, Surveying	12	32	13	31	13	37	11	32	15	35	12	31
Health, Community Services	6	3	4	3	3	3	7	3	6	3	6	3
Law, Legal Studies	0	1	0	1	0	1	0	0	0	0	0	0
Science	1	4	2	4	2	4	1	3	3	6	1	2
Vet. science, Animal care	0	0	0	0	0	0	0	0	0	0	0	0
Services, Hospitality, Transp.	7	10	9	9	5	9	7	12	6	8	7	13
TAFE Multi-Field Educat'n	37	12	36	12	40	12	37	14	41	11	21	11
Total	100	100	100	100	100	100	100	100	100	100	100	100
n=	5326	145345	1661	94755	427	12746	3211	37421	1484	46278	472	43806
Females												
Land & Marine Res., An. Hus	3	3	3	2	1	2	2	4	2	2	3	3
Architecture, building	1	2	1	2	0	1	1	1	1	1	1	2
Arts, Hum., Soc Sci	10	10	9	12	13	9	10	6	7	12	24	9
Business, Admin., Economics	23	33	26	34	18	28	23	31	22	33	27	34
Education	3	1	2	1	4	1	3	2	1	0	1	0
Engineering, Surveying	1	3	2	3	1	3	2	3	2	3	1	4
Health, Community Services	12	13	9	12	10	19	13	15	14	14	11	11
Law, Legal Studies	1	1	1	1	3	1	0	1	1	0	2	1
Science	2	5	2	4	2	5	1	6	3	7	2	4
Vet. science, Animal care	0	1	0	1	0	1	0	0	0	0	0	0
Services, Hospitality, Transp.	8	13	9	13	8	15	7	15	10	12	10	13
TAFE Multi-Field Educat'n	37	16	37	16	42	15	37	17	37	15	17	18
Total	100	100	100	100	100	100	100	100	100	100	100	100
n=	3817	106724	1159	71089	378	9842	2256	25351	1094	38145	295	29675
Persons												
Land & Marine Res., An. Hus	6	4	6	3	3	4	7	8	6	4	11	4
Architecture. building	6	9	7	9	4	8	6	8	5	9	7	9
Arts, Hum., Soc Sci	9	6	8	8	12	6	9	4	6	8	18	6
Business, Admin., Economics	14	23	16	25	12	19	13	19	13	22	18	24
Education	2	1	1	1	4	1	2	1	1	0	1	0
Engineering, Surveying	8	20	8	19	7	22	7	20	9	20	8	20
Health, Community Services	8	7	6	7	6	10	9	8	9	8	8	6
Law, Legal Studies	0	1	0	1	1	1	0	1	0	0	1	0
Science	1	4	2	4	2	4	1	4	3	6	1	3
Vet. science, Animal care	0	0	0	0	0	0	0	0	0	0	0	0
Services, Hospitality, Transp.	7	11	9	11	6	12	7	13	8	10	8	13
TAFE Multi-Field Educat'n	37	14	37	14	41	13	37	15	40	13	19	14
Total	100	100	100	100	100	100	100	100	100	100	100	100
n=	9143	252124	2820	165876	805	22596	5467	62783	2578	84456	767	73482

See *Notes to Tables*

Table A16 Field of Study for Indigenous and Non-Indigenous Students in Vocational Education and Training, 1996 by State, Region and Sex - 20-24 Year-olds (cont.)

Location . . .	*Qld*		*SA*		*WA*		*Tas*		*NT*		*ACT*	
Indigenous . . .	*Ind*	*Non-I*	*Ind*	*Non-I*	*Ind*	*Non-I*	*Ind*	*Non-I*	*Ind*	*Non-I*	*Ind*	*Non-I*
20 to 24 year-olds	%	%	%	%	%	%	%	%	%	%	%	%
Males												
Land & Marine Res., An. Hus	8	4	6	4	9	8	15	15	9	6	16	7
Architecture, building	17	15	6	14	5	12	9	8	9	10	19	15
Arts, Hum., Soc Sci	10	3	13	5	0	4	2	2	11	6	0	7
Business, Admin., Economics	7	16	5	10	6	16	5	15	11	17	19	16
Education	4	1	0	0	0	1	0	0	0	1	0	1
Engineering, Surveying	10	28	19	40	7	28	17	34	6	20	19	30
Health, Community Services	6	5	2	1	2	1	0	4	10	14	0	2
Law, Legal Studies	1	2	0	1	0	1	0	0	0	1	0	0
Science	1	2	2	8	1	3	0	3	0	2	0	3
Vet. science, Animal care	0	0	0	0	0	0	0	0	0	0	0	0
Services, Hospitality, Transp.	5	8	2	6	4	8	47	13	7	14	13	12
TAFE Multi-Field Educat'n	31	17	44	10	65	17	4	6	36	9	16	6
Total	100	100	100	100	100	100	100	100	100	100	100	100
n=	1242	31325	513	8048	509	7974	224	4037	850	1175	32	2702
Females												
Land & Marine Res., An. Hus	2	2	2	4	1	3	4	4	5	5	0	4
Architecture, building	0	1	1	1	0	2	4	1	0	1	0	3
Arts, Hum., Soc Sci	11	8	11	11	1	7	13	7	10	8	24	16
Business, Admin., Economics	24	32	18	27	20	31	23	34	29	45	28	32
Education	6	4	3	0	0	4	4	0	2	2	0	2
Engineering, Surveying	1	3	3	6	0	3	7	3	0	1	0	2
Health, Community Services	9	16	5	14	7	13	17	14	22	7	28	13
Law, Legal Studies	1	3	0	1	0	1	0	0	0	1	0	0
Science	0	1	3	9	1	2	4	3	0	2	0	2
Vet. science, Animal care	0	1	0	2	1	1	0	0	0	0	0	1
Services, Hospitality, Transp.	8	14	1	10	3	14	21	27	5	24	8	16
TAFE Multi-Field Educat'n	36	16	53	15	66	21	5	8	27	5	12	10
Total	100	100	100	100	100	100	100	100	100	100	100	100
n=	1092	19956	412	5982	335	6780	109	3236	455	1024	25	1926
Persons												
Land & Marine Res., An. Hus	5	3	4	4	6	6	11	10	8	5	9	6
Architecture, building	9	9	4	9	3	7	8	5	6	6	11	10
Arts, Hum., Soc Sci	11	5	12	8	1	5	6	4	11	7	11	11
Business, Admin., Economics	15	22	11	17	11	23	11	23	17	30	23	23
Education	5	2	1	0	0	2	2	0	1	2	0	1
Engineering, Surveying	6	18	12	25	4	17	14	20	4	11	11	18
Health, Community Services	7	9	3	7	4	7	6	8	14	11	12	6
Law, Legal Studies	1	2	0	1	0	1	0	0	0	1	0	0
Science	1	2	2	9	1	3	1	3	0	2	0	3
Vet. science, Animal care	0	0	0	1	0	1	0	0	0	0	0	1
Services, Hospitality, Transp.	7	10	2	8	3	11	39	19	6	19	11	13
TAFE Multi-Field Educat'n	34	17	48	12	66	19	4	7	33	7	14	8
Total	100	100	100	100	100	100	100	100	100	100	100	100
n=	2334	51287	925	14038	844	14761	333	7273	1305	2199	57	4628

See *Notes to Tables*

Table A17 Stream of Study for Indigenous and Non-Indigenous Students in Vocational Education and Training, 1996, by State, Region and Sex - 15 to 19 Year-olds

Location . . .	*Aust.*		*Capital city*		*Other urban*		*Rural-remote*		*NSW*		*Vic.*	
Indigenous . . .	*Ind.*	*Non-I*	*Ind.*	*Non-I*	*Ind.*	*Non-I*	*Ind.*	*Non-I*	*Ind.*	*Non-I*	*Ind.*	*Non-I*
15 to 19 year-olds	%	%	%	%	%	%	%	%	%	%	%	%
Males												
Basic Employment Skills	24	10	21	9	33	12	24	11	29	14	14	11
Educational Preparation	11	8	11	8	7	9	11	8	11	7	7	6
Operatives: Initial	19	12	18	11	14	12	21	15	20	17	9	4
Recog. Trades: Part Exempt	9	9	8	8	7	10	10	12	10	8	4	8
Recog. Trades: Complete	11	30	14	30	13	30	9	29	17	36	9	30
Other Skills: Part Exempt	9	5	9	5	6	5	8	5	1	1	10	5
Other Skills: Complete	10	7	11	7	13	6	9	7	5	4	27	9
Trade Tech./Supervisory	2	5	2	5	1	4	2	4	1	5	6	8
Para-prof. Technician	1	1	1	2	0	0	1	1	0	0	0	0
Para-prof. Higher Tech.	2	9	3	12	2	9	2	4	1	6	6	12
Professional	0	1	1	1	1	1	0	0	1	1	1	0
Post Initial	2	3	2	3	5	3	2	4	4	2	6	6
Total	100	100	100	100	100	100	100	100	100	100	100	100
n=	6504	170517	1980	98358	689	15263	3754	56485	1771	53779	563	38233
Females												
Basic Employment Skills	24	10	19	9	26	11	25	10	24	12	15	13
Educational Preparation	15	10	17	10	11	11	15	10	17	10	12	11
Operatives: Initial	21	24	22	21	25	27	21	28	37	45	6	5
Recog. Trades: Part Exempt	2	2	2	2	2	2	3	3	3	2	1	2
Recog. Trades: Complete	2	5	3	5	3	5	2	5	2	5	10	6
Other Skills: Part Exempt	12	10	11	9	8	10	13	12	2	1	8	5
Other Skills: Complete	14	13	13	13	14	11	15	14	9	10	24	17
Trade Tech./Supervisory	2	6	2	7	1	5	1	5	2	5	10	15
Para-prof. Technician	1	2	1	3	0	0	2	2	0	0	0	0
Para-prof. Higher Tech.	4	14	6	16	3	14	3	9	1	6	11	24
Professional	1	2	1	2	1	1	0	1	1	2	0	0
Post Initial	2	3	1	3	5	2	1	3	2	3	3	3
Total	100	100	100	100	100	100	100	100	100	100	100	100
n=	5235	121543	1506	71129	543	11695	3166	38256	1486	43462	300	22185
Persons												
Basic Employment Skills	24	10	20	9	30	12	25	11	26	13	14	12
Educational Preparation	13	9	14	9	9	10	13	9	14	8	9	8
Operatives: Initial	20	17	20	15	19	18	21	20	28	29	8	4
Recog. Trades: Part Exempt	6	6	6	5	5	7	7	8	7	5	3	5
Recog. Trades: Complete	7	19	9	20	8	19	6	19	10	22	9	21
Other Skills: Part Exempt	10	7	10	7	7	7	10	8	2	1	9	5
Other Skills: Complete	12	9	12	9	13	8	12	10	7	7	26	12
Trade Tech./Supervisory	2	5	2	6	1	5	2	4	2	5	8	11
Para-prof. Technician	1	2	1	2	0	0	1	1	0	0	0	0
Para-prof. Higher Tech.	3	11	4	14	3	11	2	6	1	6	8	17
Professional	1	1	1	2	1	1	0	0	1	2	1	0
Post Initial	2	3	2	3	5	2	2	4	3	3	5	5
Total	100	100	100	100	100	100	100	100	100	100	100	100
n=	11744	292122	3487	169525	1235	26967	6921	94754	3261	97275	863	60426

See *Notes to Tables*

Table A17 Stream of Study for Indigenous and Non-Indigenous Students in Vocational Education and Training, 1996 by State, Region and Sex - 15-19 Year-olds (cont.)

Location . . .	*Qld*		*SA*		*WA*		*Tas*		*NT*		*ACT*	
Indigenous . . .	*Ind*	*Non-I*	*Ind*	*Non-I*	*Ind*	*Non-I*	*Ind*	*Non-I*	*Ind*	*Non-I*	*Ind*	*Non-I*
15 to 19 year-olds	%	%	%	%	%	%	%	%	%	%	%	%
Males												
Basic Employment Skills	27	7	12	3	49	9	4	2	14	7	33	11
Educational Preparation	12	16	26	3	0	1	1	1	6	3	7	6
Operatives: Initial	15	10	25	14	6	11	58	38	22	20	19	16
Recog. Trades: Part Exempt	11	13	6	7	4	11	7	9	15	4	0	1
Recog. Trades: Complete	6	21	11	38	10	24	17	29	7	27	16	32
Other Skills: Part Exempt	11	9	4	1	21	24	1	3	20	18	2	4
Other Skills: Complete	12	7	8	9	6	7	6	9	10	13	14	5
Trade Tech./Supervisory	1	2	2	5	3	6	1	2	2	3	0	8
Para-prof. Technician	0	0	4	12	0	0	0	0	3	2	0	0
Para-prof. Higher Tech.	3	12	0	4	1	6	3	4	2	3	9	14
Professional	0	1	0	0	0	1	1	1	0	1	0	1
Post Initial	2	3	1	3	0	0	0	1	0	0	0	1
Total	100	100	100	100	100	100	100	100	100	100	100	100
n=	2049	47926	616	13260	418	8588	342	5429	688	1151	57	2151
Females												
Basic Employment Skills	24	7	16	3	51	11	7	2	17	5	16	8
Educational Preparation	10	14	48	6	0	2	0	1	10	3	22	8
Operatives: Initial	13	10	12	13	6	10	50	55	27	24	17	26
Recog. Trades: Part Exempt	3	2	2	2	1	5	3	4	1	1	0	3
Recog. Trades: Complete	1	4	2	9	1	5	9	5	1	5	13	9
Other Skills: Part Exempt	21	24	1	1	23	35	1	5	20	23	9	3
Other Skills: Complete	15	11	13	23	14	17	20	15	20	20	8	12
Trade Tech./Supervisory	0	1	2	5	1	4	3	5	1	3	2	7
Para-prof. Technician	3	1	3	27	0	0	0	0	1	9	0	0
Para-prof. Higher Tech.	7	21	1	5	1	9	5	5	2	6	14	20
Professional	1	2	1	1	2	2	0	3	0	1	0	3
Post Initial	3	3	0	4	0	1	0	0	0	0	0	1
Total	100	100	100	100	100	100	100	100	100	100	100	100
n=	1573	34371	558	8498	517	5997	221	4295	516	989	64	1746
Persons												
Basic Employment Skills	26	7	14	3	50	10	5	2	15	6	24	10
Educational Preparation	11	15	36	4	0	1	1	1	8	3	15	7
Operatives: Initial	14	10	19	14	6	11	55	46	24	22	18	21
Recog. Trades: Part Exempt	8	9	4	5	2	8	6	7	9	3	0	2
Recog. Trades: Complete	4	14	7	27	5	16	14	19	4	17	14	22
Other Skills: Part Exempt	15	15	2	1	22	28	1	4	20	20	6	4
Other Skills: Complete	13	9	10	15	10	11	11	12	14	16	11	8
Trade Tech./Supervisory	0	1	2	5	2	5	2	3	2	3	1	8
Para-prof. Technician	1	0	4	18	0	0	0	0	2	5	0	0
Para-prof. Higher Tech.	4	16	0	4	1	8	4	5	2	5	12	17
Professional	0	1	1	1	1	1	1	2	0	1	0	2
Post Initial	2	3	1	4	0	0	0	1	0	0	0	1
Total	100	100	100	100	100	100	100	100	100	100	100	100
n=	3623	82307	1174	21768	935	14585	563	9724	1204	2140	121	3897

See *Notes to Tables*

Table A18 Stream of Study for Indigenous and Non-Indigenous Students in Vocational Education and Training, 1996, by State, Region and Sex - 20 to 24 Year-olds

Location . . .	***Aust.***		***Capital city***		***Other urban***		***Rural-remote***		***NSW***		***Vic.***	
Indigenous . . .	*Ind.*	*Non-I*	*Ind.*	*Non-I*	*Ind.*	*Non-I*	*Ind.*	*Non-I*	*Ind.*	*Non-I*	*Ind.*	*Non-I*
20 to 24 year-olds	%	%	%	%	%	%	%	%	%	%	%	%
Males												
Basic Employment Skills	23	8	17	7	29	10	26	9	31	10	15	9
Educational Preparation	12	5	15	5	9	4	11	5	11	4	10	3
Operatives: Initial	20	11	18	10	17	12	21	15	21	14	6	7
Recog. Trades: Part Exempt	6	2	4	2	4	4	7	3	6	3	2	1
Recog. Trades: Complete	10	26	13	25	11	25	9	27	11	27	12	23
Other Skills: Part Exempt	9	4	9	4	6	3	8	5	3	0	9	4
Other Skills: Complete	10	7	9	6	12	7	10	8	5	5	19	9
Trade Tech./Supervisory	3	10	3	11	2	10	2	8	3	13	10	12
Para-prof. Technician	1	1	2	2	1	0	0	1	0	0	0	0
Para-prof. Higher Tech.	3	15	5	19	2	14	2	7	3	14	7	18
Professional	0	2	1	2	0	1	0	1	1	2	1	1
Post Initial	3	8	2	7	7	9	3	11	4	7	8	13
Total	100	100	100	100	100	100	100	100	100	100	100	100
n=	5315	145361	1668	94757	417	12746	3196	37427	1496	46290	478	43798
Females												
Basic Employment Skills	21	14	18	14	24	15	23	13	23	19	14	15
Educational Preparation	15	7	17	7	10	6	15	7	17	6	6	5
Operatives: Initial	19	17	19	15	22	19	18	22	30	28	7	8
Recog. Trades: Part Exempt	1	1	1	0	1	1	1	1	1	0	0	0
Recog. Trades: Complete	2	4	3	4	2	4	1	4	1	3	5	4
Other Skills: Part Exempt	11	6	10	5	7	6	11	9	2	0	5	3
Other Skills: Complete	15	11	12	11	14	9	17	14	10	8	23	14
Trade Tech./Supervisory	4	10	6	11	3	10	3	9	6	12	15	16
Para-prof. Technician	2	2	1	3	1	1	2	2	0	0	0	0
Para-prof. Higher Tech.	7	20	9	22	9	21	6	13	6	13	19	27
Professional	1	3	2	4	3	3	0	2	1	4	0	1
Post Initial	3	5	2	5	6	5	2	5	3	6	4	5
Total	100	100	100	100	100	100	100	100	100	100	100	100
n=	3870	106716	1163	71090	387	9852	2297	25345	1099	38148	299	29672
Persons												
Basic Employment Skills	22	11	18	10	26	12	24	11	28	14	15	11
Educational Preparation	13	6	16	6	9	5	13	6	14	5	9	4
Operatives: Initial	19	14	18	12	20	15	20	18	25	21	7	7
Recog. Trades: Part Exempt	4	2	3	1	3	2	4	2	4	2	1	1
Recog. Trades: Complete	7	16	9	16	6	16	6	18	7	16	9	16
Other Skills: Part Exempt	9	5	10	4	6	4	10	6	2	0	7	3
Other Skills: Complete	12	9	10	8	13	8	13	10	8	6	21	11
Trade Tech./Supervisory	3	10	4	11	2	10	3	8	4	12	12	13
Para-prof. Technician	1	2	2	2	1	0	1	1	0	0	0	0
Para-prof. Higher Tech.	5	17	7	20	5	17	4	10	4	14	12	22
Professional	1	2	1	3	2	2	0	1	1	3	1	1
Post Initial	3	7	2	6	6	7	3	9	3	7	6	10
Total	100	100	100	100	100	100	100	100	100	100	100	100
n=	9185	252135	2831	165879	804	22605	5493	62788	2595	84467	777	73474

See *Notes to Tables*

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Table A18 Stream of Study for Indigenous and Non-Indigenous Students in Vocational Education and Training, 1996 by State, Region and Sex - 20-24 Year-olds (cont.)

Location . . .	***Qld***		***SA***		***WA***		***Tas***		***NT***		***ACT***	
Indigenous . . .	*Ind.*	*Non-I*	*Ind.*	*Non-I*	*Ind.*	*Non-I*	*Ind.*	*Non-I*	*Ind.*	*Non-I*	*Ind.*	*Non-I*
20 to 24 year-olds	%	%	%	%	%	%	%	%	%	%	%	%
Males												
Basic Employment Skills	17	6	16	5	56	8	3	2	12	4	12	7
Educational Preparation	12	12	34	4	0	2	0	2	14	4	19	5
Operatives: Initial	17	8	24	14	5	15	66	34	25	24	31	9
Recog. Trades: Part Exempt	6	2	3	1	4	2	2	4	10	3	0	0
Recog. Trades: Complete	14	28	8	27	6	19	17	24	4	20	15	30
Other Skills: Part Exempt	10	6	1	1	18	21	1	2	19	11	8	2
Other Skills: Complete	13	5	10	9	7	8	8	12	11	11	0	6
Trade Tech./Supervisory	1	4	1	9	1	11	0	5	1	5	0	10
Para-prof. Technician	1	1	1	20	0	0	0	0	3	6	0	0
Para-prof. Higher Tech.	6	18	0	5	1	11	2	10	1	7	8	24
Professional	0	2	1	1	1	2	1	2	0	1	0	2
Post Initial	3	7	1	5	1	1	0	4	0	3	8	5
Total	100	100	100	100	100	100	100	100	100	100	100	100
n=	1249	31328	505	8041	505	7976	212	4043	844	1185	26	2700
Females												
Basic Employment Skills	20	7	14	9	48	16	7	4	15	4	13	9
Educational Preparation	11	12	46	5	1	4	0	3	12	1	3	9
Operatives: Initial	13	7	13	15	8	12	45	38	20	17	23	18
Recog. Trades: Part Exempt	2	1	0	0	1	2	1	2	1	1	3	1
Recog. Trades: Complete	1	5	1	4	1	3	4	3	0	2	10	6
Other Skills: Part Exempt	21	16	1	1	21	26	7	3	13	19	0	1
Other Skills: Complete	14	8	10	22	16	14	19	20	29	23	3	12
Trade Tech./Supervisory	1	2	2	5	3	6	5	9	1	8	0	7
Para-prof. Technician	2	2	7	30	0	0	0	0	1	11	0	0
Para-prof. Higher Tech.	9	30	0	4	2	13	8	12	7	12	13	27
Professional	1	5	2	1	0	3	3	5	0	1	13	5
Post Initial	4	5	2	3	0	1	0	0	0	1	17	5
Total	100	100	100	100	100	100	100	100	100	100	100	100
n=	1108	19959	425	5989	349	6776	97	3232	463	1012	30	1928
Persons												
Basic Employment Skills	19	6	15	7	53	12	4	3	13	4	13	8
Educational Preparation	11	12	40	4	0	3	0	2	13	3	11	7
Operatives: Initial	15	8	19	14	6	14	59	36	23	21	27	13
Recog. Trades: Part Exempt	4	2	2	1	3	2	2	3	7	2	2	1
Recog. Trades: Complete	8	19	5	17	4	12	13	15	3	12	13	20
Other Skills: Part Exempt	15	10	1	1	19	23	3	3	17	15	4	2
Other Skills: Complete	14	6	10	14	10	11	12	15	17	17	2	8
Trade Tech./Supervisory	1	4	2	8	2	8	2	7	1	6	0	9
Para-prof. Technician	2	1	4	24	0	0	0	0	2	8	0	0
Para-prof. Higher Tech.	7	22	0	5	1	12	4	11	3	9	11	25
Professional	1	3	1	1	0	2	2	3	0	1	7	3
Post Initial	4	6	1	4	1	1	0	2	0	2	13	5
Total	100	100	100	100	100	100	100	100	100	100	100	100
n=	2357	51292	930	14041	854	14761	309	7275	1307	2197	56	4628

See *Notes to Tables*

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Table A19 Course Qualification for Indigenous and Non-Indigenous Students in Vocational Education and Training, 1996 by State, Region and Sex - 15-19 Year-olds

Location . . .	***Aust.***		***Capital city***		***Other urban***		***Rural-remote***		***NSW***		***Vic.***	
Indigenous . . .	*Ind*	*Non-I*	*Ind.*	*Non-I*	*Ind.*	*Non-I*	*Ind.*	*Non-I*	*Ind.*	*Non-I*	*Ind.*	*Non-I*
15 to 19 year-olds	%	%	%	%	%	%	%	%	%	%	%	%
Males												
AQF Diploma	2	11	3	14	5	10	2	5	1	8	5	13
AQF Certificate IV	3	5	2	6	7	5	3	4	1	4	6	8
AQF Certificate III	43	42	47	43	45	40	40	39	35	50	43	46
AQF Certificate I & II	18	12	17	11	14	13	19	13	14	10	14	12
Senior Secondary	0	1	0	1	0	0	0	0	0	0	2	2
Other	34	30	30	24	30	32	36	39	47	28	31	18
Total	100	100	100	100	100	100	100	100	100	100	100	100
n=	6334	170361	1901	98330	684	15228	3667	56419	1733	53752	532	38204
Females												
AQF Diploma	5	17	7	20	6	15	3	10	2	8	7	24
AQF Certificate IV	4	7	4	8	6	6	4	5	2	5	10	15
AQF Certificate III	44	32	40	31	43	32	45	34	33	35	30	21
AQF Certificate I & II	20	17	22	17	18	19	18	18	21	19	16	13
Senior Secondary	0	1	1	1	0	1	0	1	0	0	5	5
Other	27	26	26	22	26	27	28	31	42	33	32	22
Total	100	100	100	100	100	100	100	100	100	100	100	100
n=	5158	121361	1444	71091	507	11693	3185	38159	1463	43385	279	22195
Persons												
AQF Diploma	3	13	5	17	5	12	2	7	1	8	5	17
AQF Certificate IV	4	6	3	7	6	5	3	4	2	5	8	11
AQF Certificate III	43	38	44	38	44	37	43	37	34	43	39	37
AQF Certificate I & II	19	14	19	14	16	15	19	15	17	14	15	12
Senior Secondary	0	1	1	1	0	0	0	0	0	0	3	3
Other	31	28	28	24	29	30	33	36	45	30	31	20
Total	100	100	100	100	100	100	100	100	100	100	100	100
n=	11497	291785	3347	169459	1193	26926	6853	94594	3200	97173	811	60407

See *Notes to Tables*

Table A19 Course Qualification for Indigenous and Non-Indigenous Students in Vocational Education and Training, 1996 by State, Region and Sex - 15-19 Year-olds (cont.)

Location . . .	*Qld*		*SA*		*WA*		*Tas*		*NT*		*ACT*	
Indigenous . . .	*Ind*	*Non-I*	*Ind.*	*Non-I*	*Ind*	*Non-I*	*Ind*	*Non-I*	*Ind.*	*Non-I*	*Ind.*	*Non-I*
15 to 19 year-olds	%	%	%	%	%	%	%	%	%	%	%	%
Males												
AQF Diploma	4	14	2	14	1	7	2	5	1	4	7	15
AQF Certificate IV	4	2	3	9	4	7	1	5	1	1	0	8
AQF Certificate III	40	19	57	60	31	47	79	66	52	48	39	46
AQF Certificate I & II	21	16	21	9	32	4	12	18	10	13	25	13
Senior Secondary	0	0	0	0	0	0	0	0	0	3	0	0
Other	31	50	18	8	33	35	5	7	35	31	30	19
Total	100	100	100	100	100	100	100	100	100	100	100	100
n=	2047	47915	562	13229	399	8554	326	5407	678	1170	57	2130
Females												
AQF Diploma	8	24	4	23	3	12	5	8	2	8	16	23
AQF Certificate IV	7	2	5	17	1	5	5	5	1	1	7	7
AQF Certificate III	48	29	64	44	35	36	55	57	50	40	43	38
AQF Certificate I & II	20	21	16	11	24	7	27	24	15	11	16	17
Senior Secondary	0	0	0	0	0	0	0	0	1	3	0	0
Other	17	24	11	5	38	40	7	6	31	38	18	16
Total	100	100	100	100	100	100	100	100	100	100	100	100
n=	1533	34363	569	8460	520	5968	207	4270	531	990	56	1730
Persons												
AQF Diploma	6	18	3	18	2	9	4	6	1	6	12	18
AQF Certificate IV	6	2	4	12	2	6	3	5	1	1	4	8
AQF Certificate III	44	23	60	54	33	43	70	62	52	45	41	42
AQF Certificate I & II	20	18	18	10	27	6	18	21	12	12	20	14
Senior Secondary	0	0	0	0	0	0	0	0	1	3	0	0
Other	25	39	15	7	35	37	6	6	33	34	24	17
Total	100	100	100	100	100	100	100	100	100	100	100	100
n=	3581	82289	1131	21697	919	14522	533	9677	1209	2160	113	3860

See *Notes to Tables*

Table A20 Course Qualification for Indigenous and Non-Indigenous Students in Vocational Education and Training, 1996 by State, Region and Sex - 20-24 Year-olds

Location . . .	*Aust.*		*Capital city*		*Other urban*		*Rural-remote*		*NSW*		*Vic.*	
Indigenous . . .	*Ind*	*Non-I*	*Ind.*	*Non-I*	*Ind.*	*Non-I*	*Ind.*	*Non-I*	*Ind.*	*Non-I*	*Ind.*	*Non-I*
20-24 year-olds	%	%	%	%	%	%	%	%	%	%	%	%
Males												
AQF Diploma	4	18	6	22	5	16	2	9	3	16	6	18
AQF Certificate IV	4	10	4	11	9	10	3	6	3	12	10	12
AQF Certificate III	40	34	46	35	32	32	37	34	28	39	34	41
AQF Certificate I & II	15	5	12	5	9	5	18	6	15	4	13	5
Senior Secondary	0	0	0	1	0	0	0	0	0	0	2	1
Other	38	32	32	27	45	37	40	44	50	28	35	23
Total	100	100	100	100	100	100	100	100	100	100	100	100
n=	5288	145315	1653	94755	411	12738	3191	37407	1481	46278	472	43802
Females												
AQF Diploma	8	25	11	28	14	24	6	16	6	18	12	28
AQF Certificate IV	6	11	7	12	8	11	6	9	6	11	15	16
AQF Certificate III	42	25	42	23	32	24	44	30	33	24	25	19
AQF Certificate I & II	15	8	13	8	15	8	17	10	17	8	11	9
Senior Secondary	0	1	0	1	0	0	0	0	0	0	2	2
Other	28	31	28	29	30	32	28	35	38	38	35	26
Total	100	100	100	100	100	100	100	100	100	100	100	100
n=	3797	106687	1133	71086	382	9839	2265	25329	1087	38143	306	29669
Persons												
AQF Diploma	6	21	8	25	9	20	4	12	5	17	8	22
AQF Certificate IV	5	10	5	11	8	11	4	7	4	12	12	13
AQF Certificate III	41	30	44	30	32	29	40	32	30	33	30	32
AQF Certificate I & II	15	6	12	6	12	6	17	7	16	6	12	7
Senior Secondary	0	0	0	1	0	0	0	0	0	0	2	2
Other	33	31	30	28	38	35	35	41	45	33	35	24
Total	100	100	100	100	100	100	100	100	100	100	100	100
n=	9085	252053	2786	165871	793	22584	5456	62748	2568	84451	778	73472

See *Notes to Tables*

Table A20 Course Qualification for Indigenous and Non-Indigenous Students in Vocational Education and Training, 1996 by State, Region and Sex - 20-24 Year-olds (cont.)

Location . . .	*Qld*		*SA*		*WA*		*Tas*		*NT*		*ACT*	
Indigenous . . .	*Ind.*	*Non-I*	*Ind.*	*Non-I*	*Ind.*	*Non-I*	*Ind*	*Non-I*	*Ind.*	*Non-I*	*Ind.*	*Non-I*
20 to 24 year-olds	%	%	%	%	%	%	%	%	%	%	%	%
Males												
AQF Diploma	7	23	1	23	1	12	1	11	2	9	5	27
AQF Certificate IV	6	3	3	12	1	13	1	7	1	4	0	10
AQF Certificate III	30	12	57	43	28	32	85	60	61	43	77	44
AQF Certificate I & II	12	5	16	9	39	3	8	10	8	5	5	7
Senior Secondary	0	0	0	0	0	0	0	0	0	0	0	0
Other	44	58	23	14	31	40	4	12	29	39	14	13
Total	100	100	100	100	100	100	100	100	100	100	100	100
n=	1242	31328	514	8038	502	7964	213	4036	842	1177	22	2692
Females												
AQF Diploma	12	35	7	27	1	16	10	18	7	14	6	34
AQF Certificate IV	9	5	4	13	3	8	8	9	1	3	11	8
AQF Certificate III	45	24	62	37	32	24	60	47	54	31	50	38
AQF Certificate I & II	13	8	14	13	21	4	9	12	17	12	11	10
Senior Secondary	0	0	0	0	0	0	0	0	0	0	0	0
Other	21	28	14	10	43	48	13	14	20	41	22	10
Total	100	100	100	100	100	100	100	100	100	100	100	100
n=	1078	19949	423	5981	343	6777	88	3234	454	1010	18	1924
Persons												
AQF Diploma	9	28	4	25	1	14	4	14	4	11	5	30
AQF Certificate IV	7	4	3	12	2	11	3	8	1	3	5	9
AQF Certificate III	37	17	59	40	30	28	78	54	58	37	65	42
AQF Certificate I & II	13	6	15	11	32	3	9	11	11	8	8	8
Senior Secondary	0	0	0	0	0	0	0	0	0	0	0	0
Other	33	46	19	12	36	44	6	13	26	40	18	12
Total	100	100	100	100	100	100	100	100	100	100	100	100
n=	2320	51281	937	14025	845	14751	301	7270	1296	2187	40	4616

See *Notes to Tables*